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ABSTRACT

Social studies programs in the Fresno City Unified School District are evaluated as part of PROJECT DESIGN, funded under ESEA Title III. This report surveys the scope and sequence of the social studies program and assesses how well the needs of learners are being met. Visits were made to 16 elementary, junior high, and senior high schools, and interviews were held with teachers, administrators, and consultants. Documents consulted included reports to visiting accreditation teams at the six high schools from 1964 to 1968, and all the available study courses and teaching guides in the social studies area. Development of students' inquiry skills and conceptual understanding are considered the aims of social studies programs. Recommendations are made for a thorough study of the social studies curriculum leading to an updating of the content, course offerings, teaching strategies, and materials. (MF)

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EDUCATIONAL NEEDS

16. SOCIAL SCIENCE

FRESNO, 1968

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

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16. SOCIAL SCIENCE

JACK W. SUTHERLAND:	-A.B. Humboldt State College -M.A. University of California, Berkeley -Ed.D. Stanford University
Position:	-Professor, Secondary Education Department and Social Science Program, San Jose State College
Offices Held:	-Executive Secretary of the California Council for the Social Studies, 1962-1964 -Chairman, Commission on Fundamental Beliefs of the California Council for the Social Studies -Member and Associate Chairman of the National Council for the Social Studies -Committee on Teacher Education and Certification; member of House of Delegates, 1961, 1964, 1966 -Co-Chairman of the State Social Studies Relations and Membership Committee at the 43rd Annual Meeting of the National Council for the Social Studies -Former Member of the Advisory Board of the Journal of the National Council for the Social Studies -Former Advisor to the Educational Policies Commission -1963 Fellow of the American Political Science Association Western Regional Seminar
Member:	-American Historical Association -American Sociological Association -American Academy of Political and Social Science -Phi Delta Kappa -National Society for the Study of Education -California Teachers Association -American Association of University Professors
Publications:	-Articles and book reviews in Social Education, California Social Science Review, C.T.A. Journal, San Francisco Chronicle, Phi Delta Kappa , Co-author, Secondary School Curriculum, 1963.

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INITIAL CHARGE

The task undertaken by this writer was to survey the scope and sequence of the social studies in Fresno schools and to assess how well the social studies are meeting the needs of the learners in Fresno. In the process of so doing the needs of the learners were observed and identified and they were studied in the context of the writer's acquaintance with existing practices and trends in social science education of high quality.

EXPERIMENTAL DESIGN

The procedure used was a combination of examination of documents, observation of practices, interviews with Fresno staff members, and reflection upon these in light of the literature of social science education. The documents include reports to visiting accreditation teams at the six high schools, from 1964 to 1968, all the available courses of study and teaching guides in the social studies area, and various reports produced by the Project Design staff. Visits were made to sixteen elementary, junior high, and senior high schools plus the Instructional Materials Center, and interviews with dozens of teachers, administrators, and consultants.

The experimental design is amplified below in the section, "Methodology Detail."

MAJOR CONCLUSIONS

The major educational needs in Fresno revolve around a thorough study of the social studies curriculum leading to an up-dating of the content, course offerings, teaching strategies, and materials. The stress should be on the development of skills in inquiry processes and on conceptual understanding. There needs to be a systematic means of up-grading teacher competence through in-service education programs in the social studies. Time and assistance are needed for teachers and other staff to write curriculum guides and instructional materials and to receive help in using innovative teaching strategies and materials.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS

A. General

1. The central purpose of American education is considered to be the development of every student's rational powers. The development of the ability to think is the common thread of education running through and strengthening all other educational purposes.[1]

2. In the social studies this ability is defined as a particular form of rational process.

   a. The central objective of the social studies is to help students "develop the skills of inquiry they will need in order to deal with tomorrow's reality."[2]

   b. The modes of thinking characteristic of the inquiry process are efforts to answer the following questions: (1) Why do these phenomena behave as they do? (2) Who am I, or who are we? (3) What do I, or what do we, do next?[3] Inquiry is important because the process, once learned, becomes the basis for continuing education after formal schooling is terminated. Learning facts for themselves is wasteful because they are soon forgotten, but facts when used as the raw material for inquiring about phenomena may leave the inquirer with as much factual information as the memorizer. What's more, the inquirer has gained mastery of all-important rational processes and the capacity to learn independently.

      (1) The three questions frame to three modes of inquiry: the analytic mode, the integrative mode, and the policy mode. The sequential development of skills in the analytic and integrative modes follows analogous but significantly differents sets of processes:

         (a) Observation of phenomena: selective (analytic) or comprehensive (integrative).
         (b) Classification: constructed classes (analytic) or observed classes (integrative).
         (c) Definition: behavioral or refined.
         (d) Contrastive analysis or comparison.

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[1] Educational Policies Commission, THE CENTRAL PURPOSE OF AMERICAN EDUCATION (Washington: National Education Association, 1961), p. 12.

[2] Statewide Social Sciences Study Committee, "Preliminary K-12 Social Sciences Framework" (Sacramento: California State Department of Education, April 1968), p. 3.

[3] Ibid, p. 6.

(2) These processes are not practiced separately nor in strict sequence; they are typically circular rather than linear. The central processes are generalization in the analytic mode and holistic integration in the integrative mode as the inquirer attempts to answer the questions "Why do people behave as they do?" or "Who am I, or who are we?"

(3) Although even primary grade children can be led to make inferences in the analytic and integrative modes of inquiry and to engage in the policy mode, there is something of a sequential development of these skills. A systematic development of the skills takes into account the growing maturity of children, emphasizing the analytic mode in the primary and middle grades, and beginning the shift to the integrative mode in the middle and upper grades. The fullest development of the integrative mode, comes in the high school grades, as does the policy mode, although it has its most notable beginnings in the junior high school.

3. Curriculum organization based on the development of concepts rather than specific information alone has been at the core of modern programs for a decade or more.[4] Concept development has received great emphasis in the new social studies projects, but it is currently considered subordinate to the building skill in the processes of inquiry.

   a. Concepts, too, follow a rough sequential development whereby young children rather easily understand the nature of such relatively concrete concepts as culture and of habitat, leaving for the more mature pupils the emphasis on the cognitive understanding of such abstract concepts as ideologies and the arts as an expression of an epoch. Even primary youngsters can come to grips with matters of scarcity or technology and senior high school students can develop a more sophisticated comprehension of institutions in spiral-curriculum fashion.

   b. Concepts which children and young people should develop through the processes of inquiry in social studies over the span K-12 are:

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[4] BUILDING CURRICULA IN SOCIAL STUDIES FOR THE PUBLIC SCHOOLS OF CALIFORNIA. A Progress Report of the California State Central Committee on Social Studies. Bulletin of the California State Department of Education, Volume XXVI, Number 4 (May 1957). Irving Morrissett (ed.), CONCEPTS AND STRUCTURE IN THE SOCIAL SCIENCE CURRICULA (Lafayette, Indiana: Social Science Education Consortium, 1966).

(1) Culture: the individual, institutions, and society; social systems.

(2) Area association and man; site and situation.

(3) Continuity and change.

(4) Power: the rights of man and the rule of law.

(5) Conflict and conflict resolution: war, revolution, and peace.

(6) Nationalism, internationalism, and imperialism.

(7) Science, technology, and industrialism.

(8) Scarcity: balance resources against man's wants; the problems of production, distribution, and consumption.

(9) Value systems and ideologies.

(10) The arts and the supra-rational; leisure, esthetics, and religion.

4. Broad themes can help bind together the processes of inquiry and the concepts over the K-12 span within grade-level blocks.[5]

K-2	Mankind
3-4	Man and Land: Cultural and Georgraphic Relationships
5-6	Mankind and Men
7-9	Economic and Political Systems and the Urban Environment
10-11	The Relation of Past and Present
12	Decision-making in the United States.

5. The traditionally accepted obligation of the school to teach the fundamental processes is acknowledged in the 1961 statement of central purpose of education and can be traced back to the Seven Cardinal Principles of Education (1918), the Fundamental Purposes of Education (1938), and the Imperative Needs of Youth (1944). The communication skills of reading, writing, speaking, and listening figure prominently in the fundamental processes and are an essential vehicle to the central purpose of education, rational thought.[6]

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[5] Statewide Social Sciences Study Committee, op. cit.

[6] CENTRAL PURPOSE OF AMERICAN EDUCATION. Commission on the Reorganization of Secondary Education of the National Education Association, CARDINAL PRINCIPLES OF SECONDARY EDUCATION, Bulletin 35 (Washington: U.S. Bureau of Education, 1918). Educational Policies Commission, PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY (Washington: National Association, 1938). Educational Policies Commission. EDUCATION FOR ALL AMERICAN YOUTH (Washington: National Education Association, 1944).

a. So important is reading to learning in general and to the development of skills in processes of inquiry and the understanding of concepts in particular that all of these are more difficult of accomplishment, although not impossible, without some proficiency in reading.

b. Since the prime basis for the development of inquiry skills is to enable the individual to continue his life-long education on his own, the failure of the individual and school to make satisfactory progress in reading and other forms of communication can only lead to serious impairment of such life-long activities and interference with the fullest development of the individual.

I. SOCIETAL STANDARDS (continued)

B. Specific[7]

1. Children and young adults recognize the dignity and worth of the individual.

a. Respect must then follow, but no person can recognize the worth and the dignity of the individual in the abstract unless he feels worthy and dignified himself. Having an adequate self-concept or self-image is an essential part of the process of developing such feelings of worth and they must be developed before there is any possibility of transferring this recognition to others. Respecting himself, thus, he can also have respect for the many groups of which he is a part as well as the many cultural groups in his community, nation, and world.

b. The current catchphrase, Black Power, seems to have many different meanings in both the Black and White Communities. When interpreted as the Black Renaissance, actually a more accurate term for most of the meanings, it provides an excellent medium for developing pride in one's heritage which is an essential ingredient for developing pride in one's self.

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[7] Adapted from Dorothy McLure and Samuel P. McCutcheon (eds.), SOCIAL STUDIES IN TRANSION: GUIDELINES FOR CHANGE; Curriculum Series Number Twelve (Washington: National Council for the Social Studies, 1965).
Sub-heads under each of the fifteen guidelines are elaborations of them drawing from a variety of sources, such as research in social science education, reports of national social studies curriculum projects, etc.

(1) The Black Renaissance means that young Afro-Americans can feel enthusiasm about phrases such as "black is beautiful" or "black is becoming". The same can be said of such terms as Brown Power, heard less frequently to refer to the drive of Chicanos to gain attention for themselves and their demands.

(2) The fact that few if any demands are made for Yellow Power would appear to indicate that the place of Americans of Oriental ancestry is sufficiently secure and their assimilation sufficiently complete in many areas of society that no such demands are needed.

c. All available evidence from the sociology of racial identification or ethnicity indicates that pride in one's ancestry is essential for the full development of personality and that the functional limits of intelligence are established by sociological rather than biological phenomena.

(1) The stereotypes of Negroes and Mexicans are so pervasive in language, literature, and every day life that young Blacks and Chicanos can hardly grow up without assimilating them.

(2) The absence until recently of a number of models on which minority youngsters can pattern their behavior and their aspirations has further handicapped the development of personalities which envision themselves as intelligent beings who can learn and succeed.

(3) The functional limits of intelligence are established by the individual himself in terms of his perceptions of himself as a sensate being capable of learning successfully whatever he sets before himself as an intellectual goal and as acquired in social interaction.[8]

2. Pupils use the intelligence, especially the processes of inquiry and investigation, to make relevant decisions, to improve human relations. They recognize the responsibilities of disciplined scholarship that go with the freedom to learn and to teach.

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[8] Wilbur Brookover and David Gottlieb, SOCIOLOGY OF EDUCATION, Second Edition (New York: American Book Company, 1964), p.34.

a. The nature of inquiry has been described rather fully above. Inquiry is not unique to the social studies, but this field recognized them rather late in the curriculum revolution and inquiry is now such an essential part of the new social studies that is has established its primacy over other ingredients in social studies curriculum and instruction.

b. Recently, nationally recognized authorities in social science education have been advocating a reorganization of the social studies solely or largely around inquiry methods, reflective thinking, or decision-making.

(1) Engle (Dean of Graduate Studies, Indiana University): Decision-making is the heart of social studies instruction; it affords the structure around which social studies instruction should be organized.[9] "Facts from which no conclusions can be drawn are hardly worth knowing."[10]

(2) Massialas (University of Michigan): The social studies are "primarily concerned with the systematic inquiry into publicly testable propositions."[11]

(3) Metcalf (University of Illinois): "The foremost aim of instruction in high school social studies is to help students reflectively examine issues in the problematic areas of American culture."[12]

Power and law
Economics
Nationalism, patriotism, and foreign affairs
Social class
Religion and morality
Race and minority group relations
Sex, courtship, and marriage.

(4) Oliver and Shaver (Harvard University and Utah State University: the analysis of public controversy and the investigation of the decision-making role of the citizen.[13]

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* [9] Shirley Engle, "Decision Making: The Heart of Social Studies Instruction." SOCIAL EDUCATION, XXIV (1960), pp. 301-304, 306.

[10] Ibid., p. 303.

[11] Byron G. Massialas, INQUIRY IN THE SOCIAL STUDIES (New York: McGraw Hill, 1966), p. 24.

[12] Maurice P. Hunt and Lawrence E. Metcalf, TEACHING HIGH SCHOOL SOCIAL STUDIES: PROBLEMS IN REFLECTIVE THINKING AND SOCIAL UNDERSTANDING, second edition (New York: Harper and Row, 1968), p. 288.

[13] Donald W. Oliver and James P. Shaver, TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL (Boston: Houghton Mifflin Company, 1966).

c. In the area of the social studies it is important for the pupil to understand the nature of historical and social inquiry and to be able to use these modes of inquiry in asking analytical questions and in developing hypotheses about historical and social phenomena. He should also respect the use of rational processes of decision-making and himself be able to use such rational processes in the area of social, political, and economic issues.

d. This guideline acknowledges that the use of inquiry is to serve broad purposes such as the improvement of human relations.

3. Young people living in the 20th century recognize and understand the nature and importance of world interdependence. Equally important, and necessary as an underlying ingredient of interdependence, is an appreciation of the value of diversity among peoples and cultures.

4. Pupils understand the major world cultures and culture areas, both East and West. It is particularly important to acknowledge the pride which nations, some young and some old, take in maintaining or increasing their independence.

5. Men constantly study the natural world and attempt to find ways to use its forces and resources intelligently.

6. Pupils recognize that ignorance and other effects of inadequate education in any part of this nation can threaten the whole nation and that intelligent use of our public educational facilities is necessary for the vitalization of our democracy.

7. The competent citizen has an active and positive desire to contribute to the common good. There is, as well, intelligent acceptance by groups - political parties, trade unions, corporations - of responsibility for achieving democratic social action.

   a. Recent research in the area of political socialization of children and youth indicates that young people develop generalized loyalties to the political system relatively early and that political knowledge and attitudes result from the efforts of several agencies of socialization.

   b. See guideline number 10 below.

8. Young people strive to learn the means of increasing the effectiveness of the family as a basic social institution. Bad housing, broken homes, problems of child rearing and juvenile delinquency challenge the family to develop solutions to new and old problems.

9. Changing times do not reduce the importance of ethical, moral, and spiritual values. They, instead, require greater efforts on the part of home, school, and church to help young people develop these values.

    a. It is not sufficient for the school to help youngsters develop a sense of values, but it must also help them feel a sense of commitment to their values.

10. The pupil gains, in increasingly mature fashion, skill in the intelligent use of power in order to attain justice. Each generation of students learns anew the hard tasks of democracy.

    a. The apparent de-escalation from the traditional high school placement of political science content manifested in California's 1968 Framework for the Social Science is consistent with research on political socialization published in recent years. Although young children have generally favorable beliefs about political authority, leaders, the political system, and political parties, it is not until the seventh or eighth grade that children begin to buttress their political beliefs with pertinent political knowledge. Not until this time are they oriented to political issues and ideologies.[14]

        (1) Recent research opens to question the importance to political socialization of the family, the central role of which is now seen as transmitting consensus and reinforcing other agencies in the community. The public elementary school in the United States is the most important agent of political socialization.[15]

        (2) Modern, urban, industrialized societies lessen the family socialization role in general, largely because so many different agencies contribute to the socialization process and because the rapid rate of social

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[14] John J. Patrick, POLITICAL SOCIALIZATION OF AMERICAN YOUTH: IMPLICATIONS FOR SECONDARY SCHOOL SOCIAL STUDIES: Research Bulletin Number 3 (Washington: National Council for the Social Studies, 1967), p. 9.

[15] Ibid., p. 25.

change undercuts family traditions and values. "The school is apparently the most powerful institution in the socialization of attitudes, conceptions, and beliefs about the operation of the political system."[16]

(3) Lower-class youth, particularly Negroes, grow more than middle-class white adolescents in their feelings of political efficacy and of loyalty to the political systems as a result of formal instruction although lower-class individuals generally manifest authoritarian orientations to positions of power, defer passively to established authority, accept unthinkingly the domination of others, and feel alienated from public political institutions.[17]

11. Young people grow in their comprehension of the intelligent utilization of the scarce resources in their environment to attain the widest general well-being. They understand the roles of consumers, entrepreneurs, and governments in the mixed market economy in which they live.

12. Children and youth achieve adequate horizons of loyalty, developing appreciation and identification with the various groups with which they interact as they mature. The long-range objective is a sane and reasoned patriotism, starting with the immediate unit and expanding. The latter requires a kind of knowledge and intellectual grasp not needed for loyalty to the primary group.

13. Pupils develop an understanding of the nature of cooperation, in developmental fashion, and its use, on domestic and international scenes, in the interest of peace and welfare. Conflict and violence are understood as unacceptable means of achieving ends. Instead, means of conflict resolution - conference and conciliation, mediation and arbitration - are used to reach consensus.

14. Young people increasingly understand the rationale behind attempts to achieve balance between the forces of social change and social stability. They understand the nature of cultural lag and the strains and maladjustments characteristic of it.

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[16] Ibid., p. 44.

[17] Ibid., pp. 49-50, 56.

a. This guideline is one that is accepted by adults and members of the Establishment and is a reasonable one for a society dominated by them. There is increasing evidence, particularly in 1968, that the activist portion of the college generation (and even some members of the high school generation) understands very well the nature of cultural lag and its strains and maladjustments, but the young militists see the forces of social stability as representing conservatism and the Establishment. These forces the activists are unwilling to accept, and many are equally unwilling to accept the notion that conflict and violence are illegitimate means of changing society. If stability means the perpetuation of injustice in society, they wish to effect change, now!

15. Pupils progressively multiply their sources of enrichment and the enhancement of their powers of enjoyment. Experiences in the humanities and the arts help them widen and deepen the ability to live more richly.

I. SOCIETAL STANDARDS (continued)

C. Other Considerations

1. The new social studies give conspicuously more attention to the behavioral sciences; social studies no longer are considered as consisting almost exclusively of history and (to a much lesser extent) geography.

   a. Drawing to a greater extent than previously on the behavioral sciences as elements in the new social studies is consistent with the parallel development emphasizing the process of inquiry and concepts.

   b. Most lists of concepts in programs in the new social studies (see I-A-3-b above) show the increased interest in the behavioral sciences by presenting concepts inherent in history. The list above draws on concepts central to anthropology, sociology, political science, and economics at a ratio of more than two to one over history and geography.

   c. The April, 1968 draft proposal for a K-12 social sciences framework in California emphasizes behavioral science concepts and the analytic mode of inquiry of the behavioral sciences in the early grades and does not include history as such until the tenth grade, although there are abundant historical settings for the development of such concepts, and the integrative mode of inquiry which is more typical of history is emphasized in the secondary school.

   d. The interest in the structure of the individual social science disciplines and the attempts to identify a structure for the social studies which was current during the early and mid-1960's has subsided. It has been recognized that the idea of structure which is such an important curriculum concept in mathematics and the natural sciences may not apply as neatly to the social science disciplines or the social studies.

      (1) To the extent that it does, structure in the social sciences consists of the body of imposed concepts which define the investigated subject matter of the discipline and which control its inquiry.

      (2) Structure as the formation of a hypothesis and the process of proof, then, is essentially the process of inquiry.

2. The new social studies includes, as well, new strategies for teaching and new materials.

    a. The development of skills in inquiry cannot be achieved by traditional classroom methods but call for proficiency in asking questions, the guidance of learning, greater involvement of students, the greater use of primary source material, and totally new teaching strategies such as simulated games.

    b. There are approximately fifty national projects in the social studies, most of them financed by federal funds. They view the process of curriculum reform as much more than the modification of content and most of them have been developing unique teaching strategies and special materials.

        (1) In the area of history and geography the best known are the Fenton project at Carnegie-Mellon University, the Amherst American history project, the High School Geography Project.

        (2) There are projects in economics at San Jose State College, Purdue University, and Ohio State University; the Anthropology Curriculum Study Project at the University of Chicago; and the Anthropology Project at the University of Georgia.

3. Two pieces of legislation passed during the 1968 session of the California Legislature may have considerable impact on the social studies in this state.

    a. The Miller Act (SB1) requires that social science be required each year in grades 1-6 and that it be offered, but not required, in grades 7-12. Since, unlike previous legislation, the Miller Act does not prescribe the required content of the social studies nor the grade level, local boards of education have the opportunity to construct programs in accordance with local needs. The Act does, however, specify that United States History and American Government as well as English, mathematics, science and physical education, be required for graduation but leaves to the discretion of local boards how this shall be met.

        (1) The Act will go in effect 90 days after the adjournment of the 1968 legislature or probably some time in late October, 1968. Since school will already be in session the operational date of the legislation will be Fall 1969.

(2) The un-mandating of the curriculum shifts control from the State Legislature to the State Board of Education which may in turn shift it to the local boards of education. Very likely, change from the present to the future (as permitted by the Miller Act) will be implemented over a long period of time.

b. The Greene Act (AB1168) modifies the existing laws on statewide testing and requires that there be statewide proficiency tests in content and basic skills in grades 6 or 8 and grade 12 and that the results be published.

(1) In addition, an amendment is made to the Miller Act, section 8573, the section listing the areas required for a high school diploma, to say that "standards of profiency in basic skills shall be such as will enable individual achievement and ability to be ascertained and evaluated." (CALIFORNIA EDUCATION CODE, Division 9, Chapter 9, Section 5.)

(2) The Greene Act specifically forbids using the results of the tests to determine graduation or promotion. (CALIFORNIA EDUCATION CODE, Division 9, Chapter 9, Section 12838) Nonetheless, the effect of this legislation will be to mandate United States and American Government as late as possible in the high school program. The fact that the District averages will be published will probably bring great pressure on social studies teachers to "produce good results" and may tend to influence teachers to teach content which is easily testable and measureable and to neglect other matters, particularly outside the area of American History and American Government.

4. The Progress Report of the Statewide Social Science Study Committee referred to above (I-C-1-c) is the product of several years' work and will be submitted to the State Board of Education this fall.

a. If approved by the Board, the new state framework for the social sciences will be implemented over a period of years. The Miller Bill makes possible the innovative approach of the SSSSC, and the very innovativeness of the framework requires a long and orderly transition from the existing program to the new one.

b. The State Board of Education has several options with respect to the report it will receive from the SSSSC:

(1) Adopt it.

(2) Accept the report without any action (which means that nothing will be done to implement it).

(3) Return it to the committee for further study.

(4) Reject it.

5. The proposed new social sciences framework and virtually all the current innovative projects in the social studies have abandoned the expanding environment concept of social studies scope and sequence.

    a. The expanding environment idea had its origins about thirty years ago in the work that Paul Hanna of Stanford University did with Santa Barbara County Social Studies Program. It starts with the immediate environment of the child such as home and neighborhood and then gradually takes him into expanding areas as he matures, leaving until the third or fourth grade the child's first real contact with cultures outside his own and until the seventh grade before there is any extended treatment of culture regions outside the Western Hemisphere. The 1957-62 California State Framework for the Social Studies is based on this notion.

    b. The travel opportunities of increasing numbers of youngsters and the impact of television in pushing out the horizons of youngsters place the validity of the whole expanding environment notion in question. Children may well be ready, even before attending school, to cope with cultures other than their own and with situations beyond their immediate environment, and they certainly should not have to wait until age ten or later before they have the opportunity to study other societies and other times.

II. ASSESSMENT DATA

A. General

1. Re. rational powers as the central purpose of American education: There is some evidence from District documents that critical thinking and other forms of rational behavior figure prominently in the goals of social studies instruction.

    a. Several accreditation reports mention this quality: The kindergarten social studies unit at the outset states that it is "to help you to stimulate critical thinking," [18] and some of the items in the fifth grade suggestions booklet require that the students give reasons for the occurrence of certain events in American history.[19]

    b. Several accreditation reports mention rational powers in one form or another: The Bullard High School accreditation report stresses the importance of developing critical thinking.[20] The Edison High School report makes general reference to the development of critical thinking skills.[21] The social studies philosophy at Hoover High School promotes "rational man using critical thinking for the future."[22]

    c. The examination of District courses of study does not reveal the same primacy in practice of the role of the rational powers of man. Much more frequent were listings of specific items of content and detailed summaries of content, largely at the rote memory level of cognitive processes.

    d. The Brainstorm sessions produced only seven comments out of 507 in the area of "training in both creative and critical thinking," compared to 22 references to a standardized physical education program; the latter ranked tenth out of 28 curricular concerns and the former ranked 18th in a general category that ranked third out of six.[23] Thus, if what is expressed in Brainstorm represents the real concerns of teachers, then there is a discrepancy between the stated importance of the use of rational powers as found in curriculum guides, accreditation reports, etc., and what really figures prominently in the teachers' minds.

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[18] KINDERGARTEN SOCIAL STUDIES UNIT. THE IMMEDIATE ENVIRONMENT: RELATIONSHIPS OF THE NEIGHBORHOOD, HOME, AND SCHOOL. San Joaquin Valley County Superintendents of Schools Cooperative Project in the Social Studies, Lavonne Hanna, Consultant (Fresno: Fresno County Schools, 1965).

[19] SUGGESTIONS FOR ENRICHMENT SOCIAL STUDIES GRADE VI (Fresno: Fresno City Unified School District, n.d.).

[20] "Self-Study Accreditation Report, Bullard High School" (Fresno: March, 1966).

[21] "Self-Study Accreditation Report, Edison High School" (Fresno: February, 1968).

[22] "Self-Study Accreditation Report, Hoover High School" (Fresno: March, 1967).

2. Inquiry in the social studies:

    a. Nothing per sé has been seen in the documents to indicate a specific district concern with the processes of inquiry and nothing has been observed in classrooms nor interviews with teachers to indicate that this absence in written documents is contrary to the genuine concerns of teachers.

    b. The course guides, teaching units, and most textbooks stress specific information.

        (1) The guides, SUGGESTIONS FOR ENRICHMENT for grades four and six and the guide on TEACHING TECHNIQUES for the eighth grade, are almost exclusively concerned with the acquisition of rather specific knowledge.

        (2) The acquisition of information as a by-product of engaging in the processes of inquiry is highly desirable but none of this is apparent in the sources studied.

    c. Among the innovative programs in the social studies stressing inquiry, the only ones noted were the SRA Economics Project and the Bill of Rights Project.

        (1) The Economics Project, developed by Lawrence Senesh at Purdue University, was discussed with teachers at Easterby School who were quite enthusiastic about it. It places considerable stress on the use of inquiry.

        (2) The Bill of Rights Project has the potential for the development of skill in inquiry. Although listed as an innovative program at Franklin School, it has apparently not been used during 1967-68. Only two other schools, Gibson and Heaton (neither of which were visited by this observer) listed the Project among innovations in the District.

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[23] "Brainstorm: A Sub-Project Assessing Educational Needs as Perceived by School Staff." (Fresno: Project Design-Interagency Planning for Urban Educational Needs, April, 1968), pp. 12-13.

(3) In the secondary schools visited (Fort Miller, Wawona, Sequoia, Edison, Hoover, McLane, and DeWolf) no evidence was found of innovative projects although Hoover does have advanced Placement U.S. History, but it does not stress inquiry, and Edison is experimenting during 1967-68 with a core program combining American Government and senior English.

(4) The 1964 accreditation report for Roosevelt High School says that research techniques are emphasized; and inquiry of course, is at the heart of research.

(5) The Productive Thinking Project is designed for fourth, fifth, and sixth grades and is heavily mathematical in nature. It is used by fourteen elementary schools typically middle-class and majority population. Teachers report that there is considerable transfer from the project to other curriculum areas.

d. Considering the relative recency of the emergence of the processes of inquiry as the central focus of the social studies, it is not surprising that there is an absence of evidence in Fresno City curriculum guides concerning inquiry, especially since some of them date apparently from the early 1950's, and none of the guides is more recent than 1965 which is about the time that the first federally financed social studies curriculum centers were getting underway.

e. See II-B-2 below for additional comments.

3. Concepts figure quite prominently in the county social studies guides used in Fresno City Schools.

a. It is apparent from a general perusal of the various curriculum documents that the District has a strong concern that Fresno students shall learn social science concepts.

b. In each of the social studies units, kindergarten through grade four, concepts such as change, technology, interdependence, etc., are listed along with the parallel generalizations. These are the units prepared by the San Joaquin Valley County Superintendents of Schools Cooperative Project in the Social Studies and used by the Fresno City Schools.

c. Two of the publications of the Fresno City Schools prepared in 1963 for fifth and sixth grade social studies are titled "Concepts in History and Geography" and indicate an awareness of the importance of concepts. Unfortunately, the publications consist of a list of behavioral objectives rather than identifying the important concepts in history and geography.

(1) The sixth grade publication includes civics objectives, but it is a list of content rather than concepts.

(2) The confusion of concepts, generalizations, and objectives is not uncommon, and is even to be found in one of the early reports of the 1957-62 California State Framework for the Social Studies Committee.

4. Social studies themes: The District social studies course of study for one through eight follows very closely the 1957-62 State Framework.

a. The themes framing the grades for the State Framework are exactly identical with the stated themes for the District; e.g., grade four, "California: Its Relationship to the Western States, the Nation, and the World."

b. Proposals by several prominent social science educators, most of them former presidents of the National Council for the Social Studies, use a thematic approach to the social studies (Jack Allen of Peabody, Dorothy McClure Fraser of Hunter College, CUNY, et al).

5. Success in social studies is heavily dependent upon reading skills. Reading test scores are available as District averages and for a limited number of schools, mostly high schools.

a. Students in the District as a whole are reading at norms for the state of California.

(1) They are almost identical with state scores for Q3, Q2, and Q1 for grades 1, 2, 3, 6, and 10.

(2) They tend to be inferior to publisher's norms in the lower grades, but students catch up by grade 10 and the scores are virtually the same.[24]

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[24] Project Design, "Task Force Introductory Study Data", (Fresno: Interagency Planning for Urban Education, April, 1968), p. 10.

b. Reading scores, however, vary considerably from one school to another; although specific school test scores are available only for the six high schools it can be assumed that similar variation is to be found in the feeder schools, information supported subjectively by observations and conversations in selected schools.

(1) The 11th grade CAT reading scores show the mean grade level accomplishment, Q3, Q2, Q1 respectively, for three high schools to be virtually identical, and establishing approximate norms for the District:

Fresno: 13.2 - 11.6 - 9.7
Hoover: 13.1 - 11.5 - 10.0
McLane: 13.4 - 11.8 - 10.1.[25]

(2) The CAT reading scores for two other schools are above and below grade level.[26]

Bullard: 14.1 - 13.0 - 11.6
Roosevelt: 12.8 - 10.8 - 9.2.

(3) The TAP reading scores for 10th graders at Edison are expressed in mean percentiles for Q3, Q2, Q1, respectively: 25-11-5.[27]

c. A major problem with respect to the social studies mentioned by a number of teachers in certain schools, is that most of their students are unable to read the materials successfully and, therefore, the teachers are handicapped in achieving the course of study in social studies.

d. There is a close correlation between mean reading scores and other factors such as the proportion of minority students or family income levels and parental occupations.

(1) In this respect the city of Fresno is like most other communities of roughly similar size in the state and like other cities in the nation, such as Detroit or Washington, in which minority twelfth

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[25] Accreditation Reports for Fresno High School (1965), Hoover High School (1967), and McLane High School (1964).

[26] Accreditation Reports for Bullard High School (1966), and Roosevelt High School (1964).

[27] Accreditation Report for Edison High School (1968).

graders are typically about three years behind national norms in reading level. The Coleman Report, the most ambitious and comprehensive study of the question of equality of educational opportunity yet completed, reveals that Black students in the country as a whole score about one standard deviation below white students on tests of educational achievement and of verbal and non-verbal ability. In the metropolitan Northeast, where Afro-American students had the highest average scores, the variation was approximately 1.1 standard deviations in grades six, nine, and twelve. At grade nine this means that the average Negro student is performing 2.4 years behind grade level and at grade twelve this has increased to 3.3.[28]

(2) The reasons for poor performance of minority youngsters are to be found in sociological rather than genetic sources as described above (I-B-1-b). The differences, none the less, exist and the main task of the school is to cope with the differences as they manifest themselves rather than find scapegoats.

(3) The mean performance in reading of tenth graders at Edison High School is significantly below grade level whereas all the other high schools, save Roosevelt, are at grade level or higher (Bullard). Roosevelt, with reading scores slightly below the norm for Fresno (10.8 for 11th grade) has a higher portion of minority students than the community as a whole (35% compared to 23%) and a lower socio-economic status than the average for the community (an estimated 65% in blue collar jobs compared to an estimated 25% or less for the area as a whole). [29], [30], [31]

(a) Well over 75% of Edison tenth graders are reading below grade level, and the school comprises 99% minority students, 70% of whose parents are estimated to be blue collar workers with incomes and housing below the average for the community. [32], [33], [34]

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[28] James S. Coleman et al. EQUALITY OF EDUCATIONALITY OPPORTUNITY (Washington: Government Printing Office, 1966).

[29] Accreditation Reports.

[30] Project Design, "School Populations by Major Ethnic Groups", p. 5.

[31] Project Design, "Socio-Economic Data 1967-68", p. 5.

[32] Accreditation Reports.

[33] "School Populations by Major Ethnic Groups:, p. 5.

[34] "Socio-Economic Data 1967-68", p. 5.

(b) Converting the information from the Coleman Report to the data available for the TAP reading for Edison students we note a mean of 15th centile (expected: 50th %ile) on academic accomplishment of Black students in the nationwide sample compared to a recorded mean for Edison students of 11th centile on the TAP reading portion. Because not all Edison students are Negroes and because Afro-American students in other parts of the District were not represented on the TAP no exact comparison can be made, but the data from the two sources tend to support each other.

(c) Although no such comparable data on reading scores were available for other schools, ethnic and socio-economic data for Westside schools are consistent with the data for Edison. Conversations with teachers in all Westside schools visited (Edison, Franklin, Irwin, Lincoln, and Columbia) indicated the magnitude of the reading problem in these schools.

(d) At the elementary level the problem of reading social studies materials is acute because, unlike state adoptions in readers which have some differentiation as to level of student, the social studies basic and supplementary texts are geared to national grade norms and in some cases are slightly above it.

(e) At the secondary level there is the potential of using social studies materials at lower grade levels, but this does not seem to be the case in Fresno. The eighth grade history text, LAND OF THE FREE, has a number of passages in it that are high for that grade and none of it is easy reading; much the same can be said to a lesser extent for the civics text. At the high school, students at Edison (and Roosevelt) are using texts adopted for all the schools in the District in the Geography class, both for regular and special sections. In U.S. History the four special classes presumably use AMERICAN HISTORY STUDY LESSONS which are pitched at about seventh grade reading level and are very good but the seven regular classes presumably use THE HISTORY OF A FREE PEOPLE, too difficult for all but about five or ten per cent of the students.

(4) A similar reading problem exists to a less severe degree in schools in the southern part of the District.

(a) One long-time teacher at Jackson School (with a minority population of almost 40%, mostly Mexican-American) commented on the declining academic capacity of pupils over the past fourteen years. This observer was told by an informant, a social studies teacher at Sequoia Junior High School, that "50% of the students were below grade level in reading." Since by definition 50% of the students in any normal distribution are below grade level on anything this statement or the face of it doesn't have much meaning, but it is believed the speaker meant significantly below grade level or that 50% were unable to handle the graded reading materials for junior high school students, which are frequently pitched at a reading difficulty a little below the attained grade in order to make them readable by the bulk of the students in typical situations.

B. Social Studies: According to "Brainstorm"[35] the social studies area is not a troublesome one for Fresno teachers. It is not mentioned at all in section I-B-2-a as an area needing professional assistance (support services), II-A-1 as a student curricular need, or in V-A-3-a as indoor instructional space need although almost every other area of the curriculum is noted. There are vague references to the need to stress citizenship and patriotism. The fact that social studies are not troublesome may mean that there is satisfaction with what is currently being undertaken in the social studies or that there is little going on; there is nothing therefore, about which to be irritated.

1. Re. the dignity and worth of the individual: The December, 1967, supplement to the Bullard High School accreditation report provides a rather strong and articulate statement of general philosophy, manifesting concern for the individual. The social studies department at Bullard was the only one in the March, 1966, report to have a departmental statement of philosophy, and it stresses the worth of the individual and respect for people and ideas. None of the other accreditation reports have lists of objectives or statements of philosophy of this nature.

    a. One must feel worthwhile as an individual before extending this feeling to others. By contrast the Edison High School accreditation report cites a prevailing feeling among its students of helplessness and low aspiration. Teachers in the schools on the West Side seem, on the whole, very much aware of the educational problems of their youngsters, although it is not clear that they understand the importance of self-concept as a contributing factor in academic achievement.

        (1) Comments collated on the "Brainstorm"[36] report suggest that problems of minority groups do not loom very large among the concerns of Fresno teachers as a whole. Items classified as "III (Students, Specific Groups) A. Minority Groups and Disadvantaged Student Education" received only the most limited attention in the brainstorm sessions. In the frequency distribution of stated needs as perceived by teachers, the section on specific groups of students ranked last among the six sections, and the subsection on minority groups was the lowest of all 56 subcategories save only relations with colleges and miscellaneous relations!

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[35] Project Design, "Brainstorm: A Sub-Project Assessing Educational Needs As Perceived by School Staff." (Fresno: Interagency Planning for Educational Needs, April, 1968), pp. 10-12, 15, 30-31.

[36] "Brainstorm", pp. 17, 45-47.

(2) Teachers seem to be far more concerned with personnel and school plant matters than they are with students.

b. The Latin American unit at the sixth grade helps Mexican-American students develop great pride in their heritage.[37] But this kind of pride, important as it is for the sociology of learning comes at least five years too late.

2. Re. the use of intelligence, inquiry, and investigation: This area has been rather fully assessed in II-A-2 above.

3-4. Re. interdependence and world cultures: In general there is adequate awareness and attention devoted to this area.

a. Part of the third grade course of study brings in the study of pre-literate cultures of Alaskan Eskimos, Navahoes, and Pueblos.

b. The course of study for grades six, seven, and nine both explicitly and implicitly has the understanding of other cultures as its principal aim.

(1) Grade six theme is an overview of global geography of the world and study of life in Latin America.

(2) Grade seven theme is life in the world today: The Mediterranean area and the European backgrounds of the United States.

(3) Grade nine is the study of geography in the remainder of the world outside Western Europe and Anglo-America.

c. The study of Hispanic cultures is given prominent attention, beginning with early Spanish influences in California in fourth grade studies, continuing with Latin America in the sixth grade, a slight attention to Spain as a part of the seventh grade, a major unit in ninth grade geography, and a new pilot course to be offered by the language department at Hoover High School in 1968-69 in Hispanic History.

d. This observer feels that more attention is paid in the Fresno social studies program to other cultures in the world than to the various sub-cultures in the United States.

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[37] Reported by a sixth grade teacher at Jackson School, interview May 3, 1968.

(1) The new text for eighth grade history, LAND OF THE FREE, gives considerable emphasis to internal diversity in the U.S. and should be a step in the direction of correcting the imbalance noted above, but it is too early to tell what impact the book will have in this matter.

5. Re. use of resources: This is a topic that is probably taken care of more in science than in social studies, but some slight attention is devoted to it in certain social studies units.

a. One of the sub-topics in the third grade course of study is "utilization of the natural environment in rural and urban areas."

b. Although no detailed curriculum guide was found for the entire eleventh grade U.S. History, in this observer's many years of teaching and supervising American history he has not found any teachers or textbooks in recent years (including THE HISTORY OF A FREE PEOPLE) which do not focus attention, in varying degrees, on the question of the conservation of natural resources. This is particularly true where the course of study concentrates on the post-Civil War period, which is the case in Fresno through June, 1968.

(1) As of this fall, there are plans to increase the scope of the senior high school U.S. History course to the entire span of our national experience which means that material on conservation is unlikely to be expanded and might have to be reduced to make way for study of the pre-Civil War period.

c. The twelfth grade core course at Edison appears to include in its content attention to environmental concerns such as air pollution.

6. Re. advantages of adequate education for entire nation: There are virtually no data to assess this goal except possible figures on attendance and the proportion completing their education.

a. There appears to be a direct correlation between attendance and socio-economic status (including ethnicity) which may reflect attitudes toward the values of education, relative health conditions, or a combination of the two.

b. Similar correlations exist between socio-economic status and the proportion going on to four year colleges or student mobility during the year, but these relate to factors largely beyond the control of the school and unrelated to the esteem given to education.

7. Re. contributions to the common good: Achievement of this goal is implied in several places beginning with the second grade theme of the interrelatedness of community life.

    a. The third grade course of study includes a sub-unit on communication and cooperation between communities.

    b. Unit III in twelfth grade American Government is devoted to the individual in the political arena and indirectly how he can operate for the common good.

    c. The eighth grade study of the U.S. Constitution has implications for increasing the knowledge of future citizens so that they may in time make their contributions to the common good, but there is serious question in the mind of this observer whether the study of the Constitution as organized in Fresno achieves this goal or even a functioning knowledge of the foundations of American government commensurate with the expenditure of effort.

        (1) The annual District-wide eighth grade constitution test takes five or six weeks of preparation, time which could be devoted to other studies in American history or government. Teachers report disagreement in the District regarding the value of such a test. There appears to be little relationship between kinds of learnings evinced by the items on the Constitution examination and the research on political socialization of junior high-age students. One teacher reported that she gave her ninth graders - students who had taken the test the year before - some of the same questions as given the eighth graders on their test and found that retention was almost nil.

            (a) The current emphasis on inquiry is based on two conclusions of recent psychological research: the processes on investigation do not change, but facts and data do; concepts, generalizations, and big ideas, especially those discovered by the learner himself, are retained well whereas specific information, notably that which does not fit into a convenient and meaningful structure, is quickly and easily forgotten.

            (b) The Constitutional basis for the American government and its functioning must be clearly understood, but learning the structure of the government, as stressed in the Constitution examination, does not ensure that the government functions are understood.

(2) The Miller Act relaxes the requirement on the study of the United States Constitution, merely specifying that social sciences shall be offered in grades seven through twelve and stating that instruction shall "provide a foundation for understanding the . . . government of California . . ."[38] In addition, students must complete the course of study in American government and five other subjects in order to receive a diploma from grade 12.[39]

(3) Under previous legislation (Education Code, Section 7901) and existing State Board of Education requirements (V Administrative Code, Sections 97 and 102) local governing boards are to offer courses of instruction in the Constitution of the United States in every junior high school, senior high school, and four year high school; and high school diplomas are awarded to those who, among other things, successfully pass an examination on the Constitution.

8. Re. increasing the effectiveness of the family as a social institution: Although attention is given in the kindergarten and grade one (with incidental treatment in other grades) to the family, the only course in the secondary schools studying the institution is an elective course, Sociology for Living, taught in the Home Economics Departments of Fresno, Hoover, McLane, and Roosevelt. This course reaches but a very small portion of the students, apparently only girls, and the goal of increasing the effectiveness of the family assumes that boys as well as girls be provided instruction.

9. Moral, ethical, and spiritual values are not easily taught in public schools, and they are possibly best inculcated outside of any formal course of study through models, presented by teachers, through extraclass activities, etc. Nonetheless, the teaching of values is considered by some to be the task of the school and instruction in values is rated highly as a direct responsibility of Fresno schools.

   a. This is stressed heavily in the elementary grades according to documents, and students are apparently very early introduced to qualities of fair play, sharing, obedience, following rules, and the like. A measure of the importance given to the teaching of values in Fresno can be seen in the fact that the pamphlet available to staff members as a teaching guide, "We Live By Values," is printed rather than mimiographed as are nearly all curriculum documents in the district.[40]

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[38] CALIFORNIA EDUCATION CODE, Chapter 182 (1968), Division 7, Chapter 3, Article 3, Section 8571.

[39] Ibid., Section 8573.

[40] "We Live By Values" (Fresno: Fresno City Unified School District, 1957)

(1) Much that elementary schools do to develop a sense of values in students is to use holidays and other occasions as a basis for instruction. It is even possible, as "Special Day Observances" and "Christmas Around the World", clearly demonstrates, to teach about religious holidays in a non- or multi-sectarian fashion.[41]

10. Students in Fresno achieve in uneven fashion an understanding of the concept of political power. There is little that is explicit in documents to indicate such understanding is gained and not very much that is implicit either, and what little there is may come too late to provide the most efficacious instruction. The central concept in political science is power, but the structural study of government may do little to help students develop the concept.

    a. Civics is required in the sixth grade, but no curriculum guide for this subject was ever seen and there appeared to be considerable confusion among sixth grade teachers as to what should be included in Civics. With the exception of one class at Easterby school, nothing was observed or garnered from interviews that would indicate successful student internalization of political concepts such as power.

    b. Likewise, the emphases apparent from sample test questions and other guides for the eighth grade Constitution test indicate that students would gain little if any real understanding of the concept of political power.

    c. The twelfth grade course outline provides some intellectual approaches to power and in one unit brings that concept to a more gut-level referent.

    d. To the extent that student government gives young people some wholesome attitudes toward participation in a political body and some direct experience in the political process it may accomplish more than didactic instruction in accomplishing these purposes and in the understanding of abstract political concepts. But to be effective, students must be involved in their government and the Open Enrollment Program may be subverting these goals at Edison High School.

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[41] "Special Day Observances" (Fresno: Fresno City Unified School District, 1961). "Christmas Around the World - A Unit of Study, Social Studies, Grade 3" (Fresno: Fresno City Unified School District, 1961).

(1) The Open Enrollment Program has been successful in integrating Westside students into other schools and it has much to commend it. But among the approximately 250 high school students who migrate from the Westside to high schools east and north of highway 99 are a high proportion of potential leaders.[42]

(2) Some difficulty was experienced this year in finding candidates to run for office in the Edison High School student body, and grade (and citizenship) standards previously in existence had to be abandoned for various categories of student office.[43]

11. Re. understanding of economics: the study of economics does receive some consideration in Fresno schools, although not much.

a. In keeping with the new social studies trends toward introducing primary grade children to concepts from the behavioral sciences, the second grade course of study includes some excellent material on economics, material which gets at some basic economic concepts in a fashion that approximates the inquiry approach.

(1) In this observer's judgement, the second grade course of study is one of the very best in the District as far as being consistent with the new social studies is concerned.

(2) The SRA program in economics is designed to introduce primary youngsters to concepts in economics and to the mode of the inquiry of the economist; this program is used at Easterby school and the second grade teachers there are quite enthusiastic about it.[44]

b. The accreditation reports at Fresno High School (1965) and Roosevelt High School (1964) specifically recommend having electives in economics either as a new addition (Roosevelt with the further comment that economics and world humanities were being seriously considered and that a need exists in the social studies for such electives as economics and geography, etc.) or as a substitute for California History (Fresno High School - 1965).

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[42] Accreditation Report for Edison High School, 1968.

[43] Interviews with social studies teachers at Edison High School, April 22, 1968.

[44] Interviews, Easterby School, May 20, 1968.

(1) The accreditation reports at both Hoover (1967) and McLane (1964) suggest that new electives in the social studies are needed, but they are not specified. The McLane report notes advanced placement-type opportunities are available in economics and other courses at Fresno City College.

(2) The McLane accreditation report indicates that Economics I (a one-semester course for seniors) is to be offered in 1964-65.

c. A semester of economics is now offered in the business department of Bullard, Fresno, Hoover, and Roosevelt - a total of six sections.[45] Economic Problems is offered at Bullard and Roosevelt - a total of three sections[46] - although only economics (in various combinations with other business subjects) is mentioned among the District's course offerings.[47]

(1) If it is assumed that the goal of economic literacy is intended for all high schools students, these six (or nine) sections seem rather infinitesimal compared to the 300 sections of social studies in the six high schools, and that after the second grade there is nothing in the course of study of an economic nature.

(2) United States history often includes economic content, although not economics as a discipline; but nothing in the documents indicates this as being included prior to grade 11.

(3) The course of study for American government indicates that the senior social studies class is exclusively devoted to that subject, although State Department of Education directives make clear that it is possible to include up to one semester of economics as a part of the one year study of government required under the Casey-Bee Act (a provision which has since been removed by the Miller Act).

(a) The Fresno High School accreditation report remarks that the senior course includes the study of comparative ideological and economic systems.

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[45] "Task Force Introductory Study Data", p. 26.

[46] Ibid.

[47] "Course Offering Information for Secondary Schools" (Fresno: Fresno City Unified School District, January, 1968), pp. 5-6.

12. Re. loyalty and enlightened patriotism: There are indications, at various grade levels, suggesting the quality of concern that Fresno has for the development of intelligent patriotism. The nickname, "All-American City," implies not only a well-rounded and wholesome community but one proud of its broad Americanism.

    a. The key part of this phrase is enlightened because commitment to the goals of rationality in the social studies allows no room for narrow chauvinism, although public support of schools has always assumed that the schools, in turn, will develop loyalties to the supporting political system.

    b. Loyalty to the various elements in the political system - authorities, regimes, leaders, etc. - is implied in Fresno's course of study for grades one through eight in the study of community, nation, and state. This the prime time for the development of political socialization, as supported above in section I-B-10 and other sources.[48]

        (1) "Special Day Observances," is a 152 page document which includes patriotic holidays such as Admission Day, Columbus Day, Armistice Day, and others until Flag Day - June 14 as well as those mentioned for spiritual values as stated above (II-B-9).

        (2) Yet another study aid is available to help elementary teachers in Fresno to develop loyalties; that is OUR AMERICAN HERITAGE, which is a guide to develop an understanding of the rights and responsibilities of citizenship.[49]

        (3) The voluminous course of study for eighth grade U.S. History includes among the objectives listed, "faith in the ideal and principles of democracy."

    c. The overall objective listed for Fresno High School's accreditation report (1965) is the development of "attitudes, ideals, knowledge, and skills necessary for effective citizenship."

        (1) The March, 1966, Bullard High School accreditation report was revised in December, 1967, to provide a new statement of philosophy which expresses concern for the individual and his fulfillment in order to become a constructive member of a democratic society.

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[48] Patrick, op. cit.

[49] Ray Dull et al, OUR AMERICAN HERITAGE: GRADES K-6; A Guide for Teaching Fresno: (Fresno City Unified School District, 1963).

(2) Similar statements, couched in conventional terms, are to be found in the accreditation reports for Hoover (1967), McLane (1964), and Roosevelt (1964) High School.

13. Re. understanding the nature of cooperation: Few Schools anywhere in the country are doing an adequate job of teaching about the concepts of conciliation, mediation, etc., as means of conflict resolution. The concepts of conflict and conflict resolution are probably the two most important ideas (and problems) in contemporary society and yet the social studies area and schools in general have not seized upon them as major issues for study. Fresno is no exception.

14. Re. knowledge of the balance between social change and social stability: The concept of change is mentioned in each of the curriculum guides for kindergarten through grade six, although the concept of cultural lag is not.

a. Only in the guide for grade 3, the unit on the changing community, is there specific reference to the notion of change although it is certainly implied in the social studies content for grades five, seven, eighth, and eleven.

(1) Change is such an important concept in the social studies and is one of the key ideas in understanding history as a discipline that it is not enough merely to imply.

(2) Its importance as a concept is manifested in the identification of change among the important concepts in elementary social studies, but unfortunately there does not seem to be much carrying through of this concept in the guides.

b. The ninth grade course of study for World Geography I and II lists as the primary purpose of instruction the understanding of contemporary social forces, forces which are constantly undergoing change.[50]

15. Re. enhancing student's enrichment: Many levels of the curriculum, beginning with kindergarten, provide students the opportunity to increase, through the social studies, their knowledge of the humanities and the arts.

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[50] WORLD GEOGRAPHY I-II: ASIA, AFRICA, AMERICA, SOVIET UNION (Fresno: Fresno City Unified School District, May, 1962).

a. With but two exceptions such contacts which enrich life are incidental and depend in large part on the interest and background of the teacher in introducing broader experiences with the arts.

(1) The exceptions are the American Humanities course, taught in the social studies department at Hoover High School, and World Humanities, taught by the English departments in all high schools except Edison, but with the support and interest of the social studies teachers.

C. Other considerations.

1. The behavioral sciences have been finding their way into the social studies program in Fresno schools.

a. The course of study for grades one through six is based on the 1957-62 California State Framework for the Social Studies which was strongly influenced by the behavioral sciences.

b. The twelfth grade course of study in American government has an excellent unit on the nature of the behavioral sciences.

c. Social studies offerings in the other grades are essentially historical and geographic in nature, but the upsurge of the behavioral sciences in the past decade has found its imprint on these more classic portions of the social studies through the preparation of teachers and instructional materials which are more broadly conceived than formerly.

2. New strategies and new materials are of some interest to Fresno teachers.

a. This analyst observed considerable interest on the part of Fresno teachers in learning about new materials and they manifested a desire to use such materials with the hope of accomplishing better results with their pupils.

b. Awareness was displayed of the inadequacies of some of the existing approaches to instruction, and thus was revealed a receptiveness to the values of new teaching strategies.

c. The experiences of some teachers who have been on fellowships, institutes, and the like have made them enthusiastic about certain new strategies, and they seem to be acting as change agents in their schools and possibly the District.

  (1) Dale M. Hewlett of Hoover High School has been a John Hay Fellow at an Eastern University.

  (2) Donald B. Messerli of McLane High School has participated in an NDEA Institute and has become an enthusiastic advocate of simulated games, developing expertise and a substantial file of simulations.

3. The signing of the Miller Act and the Greene Act came too late to assess with respect to Fresno Schools.

a. The progress of the Miller Act and similar pieces of legislation over the period of several years has been sufficiently well publicized that many teachers were generally familiar with its provisions, but very few were aware of the specifics of it relating to social studies.

b. The Greene Act has not had the same kind of publicity and, in fact, has been something of a sleeper. Furthermore, it wasn't passed by the Senate until June 18 and not signed by the Governor until June 28.

  (1) Consequently, most teachers in the Bay Area are completely unaware of it and this is very likely true of the state as a whole.

4. The work of the State Social Sciences Study Committee is not well-known among teachers of California, particularly elementary teachers; the first progress report of the Committee was released on a very limited distribution at the annual convention of the California Council for the Social Studies held in Fresno March 22-24, 1968.

a. A second progress report was released in April and was field reviewed in various parts of the state including the Fresno area during the spring.

  (1) The recommendations of the Committee were unknown to teachers interviewed except in the vaguest form in the case of one or two teachers.

(2) The timing of the release of the progress reports was too late to have an impact on the social studies program, but several school districts in the Bay Area have already made plans to start revising their courses of study along the lines of the SSSSC reports regardless of whether the State Board of Education adopts the report.

b. Despite the lack of knowledge of the recommendations among Fresno teachers, nearly all of them expressed an interest in the approach taken by the Committee when they were informed of its nature.

5. The expanding environment theory of curriculum and instruction was in vogue when the broad outlines of the studies program in Fresno were formulated.

a. Although no formal or concerted effort was noted away from the expanding environment idea, the fact that there are District-wide curriculum committees for all the secondary social studies courses and that they meet actively and regularly is an indication that the status quo in the social studies is not necessarily going to be maintained in Fresno.

b. The interest expressed by teachers in the ideas of the SSSSC is an indication that the expanding environment notion, although definitely a part of the existing social studies framework in Fresno schools, might undergo change in Fresno in line with the advanced thinking of social science curriculum innovators across the nation.

III. LEARNER NEEDS

A. General Societal Standards

1. Central purpose of American education as rational behavior.

    a. Several of the District courses of study have mentioned critical thinking as an objective of instruction, either of the curriculum as a whole or of social studies in particular. Critical or reflective thinking has, for some time, been cited in a vague and abstract fashion, as a goal of social studies instruction, but like another equally vague and abstract objective, citizenship, it has had lip-service paid to it above and beyond much tangible evidence in classroom practice that something is actually being done about it.

    b. If the District accepts rational behavior as the central purpose of American education, it must make more explicit in a District philosophy and in courses of study the importance of critical thinking.

    c. In similar fashion, the courses of study, curriculum guides, and other documents must make specific provisions for the means by which rational behavior can be developed at schools.

    d. In the meantime the need exists for learners at all grade levels to enhance their skill in critical thinking in social studies classes.

        (1) In part the need is in terms of greater teacher skill in the use of a variety of teaching strategies.

2. Inquiry

    a. In recent years, as more attention has been focused on the process of education and recent views of the psychology of learning, the goal of critical thinking is explicated by the behaviorally stated objective of developing skills in the process of inquiry.

        (1) The process has been analyzed and delineated so that its nature is now understandable.

        (2) Teaching the modes of inquiry is the process of providing young people with the tools enabling them to continue their learning - learning how to learn for lifelong learning. Starting no later than the fourth grade, learners must have the opportunity to develop skills in inquiry process.

b. Since the inquiry approach is relatively new the District must provide the impetus and the means in order for teachers to become acquainted with the procedure and develop skill in it.

c. Most existing instructional materials are deficient in their capacity to develop students' inquiry and the District will have to provide the opportunity and the time for teachers to seek the best that are available and to experiment with their use or to develop material where they are not commercially available.

    (1) If the recommendations of the California State Social Sciences Study Committee to the State Board of Education are accepted the State will begin to publish guidelines for the selection of instructional materials which will develop inquiry.

d. As the District encourages instructional programs utilizing modes of inquiry it will have to establish priorities in order to provide the optimum results from the inputs available and to identify those grade levels which are most critical and which should thus receive the highest priority.

e. Based on the analysis of the written documents available (many of which were written, it's true, before inquiry training had progressed much) and interviews and observation, the development of proficiency in the processes of inquiry is still an unmet need for most students in Fresno, particularly the average and below, and this means notably students of minority background.

3. Concepts

a. Learners should be given ample opportunity to develop concepts in the social sciences, particularly in the junior and senior high school grades.

    (1) Teachers may well be ahead of the District documents in stressing big ideas such as concepts. Elementary teachers in general, seem to be more concerned with teaching concepts than with teaching bodies of specific information.

b. The District concern with concepts has already been noted.

    (1) In a number of documents "concept" is mis-used, being a synonym for generalization in some instances and for objectives in others.

(2) What is required now is a refinement of the various curriculum guides to make sure that the term, concept, is used properly and that the concepts are consistently identified in the various curriculum guides.

(3) Those guides in which concepts are labeled as such but in which the material is actually stated as behavioral objectives or consist of outlines of content should be modified.

(4) This may mean that further thought needs to be given to the key concepts contained in the behavioral objectives and the listings of content.

c. There is little or no evidence that junior high school teachers, many of whom appear to be very competent in a number of ways, are aware of the research implications of political socialization.

(1) The same can be said, also, for senior high school social studies teachers. The needs of high school students are to develop further sophistication in how the individual citizen develops competence in the decision-making process.

(2) The students already typically develop loyalty to the political system, its regimes, and authorities.

(3) The political needs of the adolescent have been discussed rather fully above (II-B-7 and II-B-10) and they appear to be still largely unmet needs in Fresno.

d. District requirements such as the 8th grade civics test should be abandoned and new curriculum guides emphasizing political concepts, the functional aspects of government, the decision-making process, etc., should be developed.

4. Themes in social studies

a. The District is already committed to a social studies program couched in terms of broad themes. The only requisite here is an updating of the themes to make them more in keeping with current thought in social science curriculum and instruction and to provide greater relevance for certain types of students.

b. The use of themes is merely one means to facilitate student learning by organizing the content in large, meaningful, and relevant wholes.

5. Reading and fundamental skills

a. Pupils in majority group schools appear to be making satisfactory progress in fundamental skills, but minority students, particularly from lower socio-economic areas, need to perform at a higher level on the fundamental skills in order for them to have general high academic accomplishment.

b. Where needs are unmet at one level of schooling, the opportunity exists for the development of that need at the succeeding level. The most fundamental need of all for academic success is the ability to communicate, particularly via the printed page. The large numbers of students who prove to be significantly below grade level, and there are such students (at all schools but Bullard at least 25% of the students in the high schools are reading one or more grades below their expected accomplishment), indicate that students who prove to be deficient in reading may continue to remain deficient.

c. The District is already devoting a considerable amount of time and energy under the compensatory education program and the Miller-Unruh reading program to improve the reading skills of all its students, particularly minority students.

d. The District should undertake study to see to what extent these measures have been successful and to what extent other measures, no more costly in money and time, may be more productive.

e. The largest unmet need is reading materials that students can read, that are relevant to their lives, and that are challenging.

(1) Further improvement of reading and other skills in the social studies area necessitates differentiated reading material in quantity for the various levels.

(2) Since the State now produces and distributes basic and supplementary texts, little progress can be expected until such time as the policy of a single basic text per course is modified so that there are various offerings for the different reading levels.

(3) Graded readers for elementary reading instruction are available, but the state texts through grade eight that are provided for the social studies have a controlled vocabulary at approximately the expected grade level.

(4) Students with reading problems become progressively more retarded in reading ability as they go through school and tend to become progressively more frustrated as they face printed materials they cannot read.

(5) Where, as on occasion, a book is used that is appropriate as far as vocabularly and reading difficulty is concerned, the maturity level may be insulting as, for example, with the senior high school civics textbook used for American Government S.

f. In the absence of materials from the State the District may wish to survey the availability of commerically published materials or the feasibility of providing time during the summer for teachers to prepare adapted instructional materials for the several levels in the District.

(1) Such materials should include or stress ethnic groups pertinent to the schools in which the materials will find largest use.

g. A District effort or District cooperation with other agencies in the community must be undertaken to build stronger self-images of minority students.

(1) This is accomplished in part as suggested above by having adapted readings stressing the contributions of the ethnic groups in school attendance area and the community.

(2) It is also accomplished by community action programs stressing the cultural contributions of the many racial and ethnic groups in the Fresno area.

(3) Fresno probably is doing something of this nature to merit its reputation as an All American City, but it needs to expand its activities so that they are of a year-long nature rather than having an Hispanic-American week, and the like.

h. The District may need to search for or develop evaluative devices which measure more actively the academic achievement of different minority students.

III. LEARNER NEEDS (continued)

B. Specific Social Studies Goals.

1. No person can recognize the worth and the dignity of the individual in the abstract unless he feels worthy and dignified himself.

   a. For the Minmidup* and Minlow* youngsters this need is no stronger than for the other groups in the community, but it is more likely to be an unmet need than for the majority children and youths.

   b. To help young people gain a feeling of worth and dignity - an adequate self-image - is the task of the entire curriculum, not the social studies alone.

      (1) But the social studies field has some unique opportunities for helping to meet this unmet need.

      (2) Building respect for one's heritage is an important avenue to building a wholesome self-concept.

2. People become proficient in the process of inquiry by engaging directly in the process of inquiry, not by memorizing conclusions stemming from the inquiry of mature scholars.

   a. Pupils need considerable opportunity to engage in different modes of inquiry over long periods of time; the need to develop proficiency in inquiry processes necessitates establishing the proper environment in which inquiry can flourish.

      (1) There is little in the published documents, many of which are old it is true, nor in observations and conversation to indicate that attention to inquiry processes is widespread in Fresno City Schools.

   b. This need exists regardless of the maturity of the student and his intellectual capacity.

      (1) Opportunities for its development seem to be more marked with the more mature youngster and with students in higher socio-economic status. It is understandable that teachers frequently believe that primary grade children are incapable of any kinds of inquiry and, especially, of independent research which so often goes along with the development of inquiry processes.

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* Minmidup - Minority, middle, upper socio-economic status
Minlow - Minority, low SES

(2) It is obvious that students who have difficulty reading will have difficulty with inquiry processes, but successful programs have been instituted[1] using adapted inquiry procedures with ghetto children.

(3) The need of minority youngsters who may have little academic motivation to develop proficiency in inquiry is just as great as for majority youngsters and often results in striking achievements, more so than is the case with conventional memoriter-type instruction.

3.& 4. The cultural backgrounds of other nations, the so-called Developing Nations, when understood and appreciated, are particularly important for the development of self-concepts of students tracing their ancestry from Africa, Mexico, or Spain.

a. Yet, Latin America is not a part of the curriculum until the sixth grade, Spain is hardly touched on even in seventh and eighth grades, and Africa is not included until the ninth grade.

b. Students with identifiable racial or ethnic backgrounds need to have pride established in their heritage just as countries need to take pride in their existence.

5. Although it is rare for youngsters to anticipate their future lives as adults, the intelligent use of the forces of nature now and tomorrow will determine whether youngsters will have adequate resources and a pleasant and healthful environment.

a. Probably there is sufficient attention to the study of conservation in science and social studies classes, but students need additional opportunity to come to grips with problems of environmental health and the intelligent use of resources in the urban setting.

6. It is difficult if not impossible to have young pupils prepared for lives they will lead a quarter or half century hence, but all students will eventually be taxpayers and the largest portion of their taxes in the future will probably be devoted, as today, to education.

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[1] Larry Cuban, Amherst American History Project in Washington, D.C., Summer, 1964.

a. Bond issues and excess tax levies have met resistance in the nation, the state, and Fresno in recent years.

b. Pupils now in school need to have a thorough understanding of the place of education in contemporary American culture and they are not apt to receive that understanding anyplace else than the school itself; thus specific units or sub-units on the institution of education are justified at various levels in the curriculum.

   (1) Family motivation and socio-economic status are prime factors in determining the extent to which individuals will pursue further schooling.

   (2) The individual need exists strongly, both for the individual's development as well as for his recognition of the advantages to the nation as a whole.

   (3) Although other cultural agencies than the school have a prime responsibility, the school should still strive to fill this unmet need to the best of its ability.

7. Contributions to the common good stem from individuals who understand the background and workings of political institutions, have adequate feelings of political efficacy, and know how to function at the appropriate political levels.

   a. For those students who complete the twelfth grade course the above needs are probably adequately met, although it is possible many or most students are ready for such instruction at earlier levels.

   b. For those who do not complete the twelfth grade, the need exists as unmet, particularly considering that pupil needs appear to be largely unmet by civics instruction in the sixth grade and by the length and stress in the eighth grade Constitution unit and test.

8. It is reported that 75% of the families of youths at Edison High School (and presumably also at almost all schools west of Highway 99) are on public assistance.[2]

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[2] Accreditation Report, Edison High School, February, 1968.

a. Since approximately 75% of the students at Edison High School are Afro-Americans and since Negro families tend to be matriarchal and typically 28% - 42% are without regular male adults[3], the need to strengthen the family as a basic social institution is a very strong one indeed.

(1) The proportion of children from broken homes is higher the lower the average family income and more than 50% of black youngsters at age 18 have lived, at some time, in a fatherless family.

(2) The middle-class families are not without needs of strengthening the family, because the rate of divorce is probably higher in this group than with the members of the lower class whose families are sundered by desertion (the poor man's divorce) or are tightly knit by ethnic or religious traditions.

b. There appears to be an unmet learner need at the upper grade and secondary level for most students on the importance of the family as an institution.

9. There is a strong commitment to the development of values in the Fresno City Unified School District.

a. Spiritual values are not easily developed in public schools, although ethical values should be as much their goal as that of church-affiliated schools.

b. Virtually all publications relating to the curriculum of the Fresno City Unified School District state allegience to the development of values in some form or another.

c. The need to develop allegience to values appears to be met satisfactorily in Fresno.

10. Students throughout the world, even high school and junior high school students, are learning about the manipulation of power.

a. Fresno has been spared the kinds of tests of power that have been conspicuous at Columbia, the Sorbonne, San Francisco State, San Jose State, and elsewhere.

(1) This may mean that the student need to increase his skill in the intelligent use of a responsible sharing of power in order to attain justice has been met or that it has been allowed to lie quiescent.

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[3] Daniel P. Moynihan and Paul Barton. THE NEGRO FAMILY: The Case for National Action (Washington: U.S. Department of Labor, 1965).

b. Participation in student government and other student activities can be an effective means to enhance responsible understanding of the nature and function of power and can provide effective adjuncts to the formal classroom study of political institutions.

   (1) Minority students have a greater unmet need than majority students in their feelings of belonging and participation in student activities, even where they are in the majority in the schools.

c. See III-B-14 below.

11. Since the 1961 Task Force Report on Economic Education[4] there has been an upsurge of interest at all levels, including the third grade content in the California State Framework for the Social Studies, 1957-62, the Senesh Economic Project at Purdue University which has been printed in the SRA Economics Series for the primary grades, and in the interest shown by several high school social studies staffs in Fresno according to accreditation reports.[5]

a. The display of interest and the fact that economics is not offered as a social studies elective and that the content appears only incidently in the other social studies courses indicates that the need, long felt at the high school level, is still unmet.

b. See II-B-11-c-(1) above.

12. Because of the major concern of the District in developing loyalty and enlightened patriotism, there are few unmet learner needs in this area.

a. For reasons discussed in II-B-7 and II-B-10 above minority pupil needs may be unmet even where majority pupils needs are adequately met.

b. Even majority pupils' needs might be better met with some modifications in the social studies program.

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[5] Fresno High School, McLane High School, and Roosevelt High School.

13. Conflict between the races and among ethnic groups may well be the most severe domestic problem facing this nation.[6]

    a. The use of conciliatory methods to avoid open violence and conflict is probably the single greatest need faced by people of all ages in this country in the latter part of the twentieth century. It is doubtful whether any school or district in the nation is doing what needs to be done to meet this need.

    b. The attention given to other cultures and the international scene in the K-12 social studies program in Fresno would indicate probable success in meeting the need in world affairs.

    c. Its success domestically is another thing and depends in large part on meeting the need described in III-B-1 above.

14. Perhaps the goal identified in I-B-14 represents adult and Establishment thinking rather than adolescent thinking.

    a. Young activists throughout the world have shown their impatience with the cultural lag, and many of them are anxious to tear down "this rotten world, this sick society" now in order to rebuild what they consider to be a decent one. These alienated students are often the brightest ones, the ones who have had the greatest educational opportunities.

    b. From the adult standpoint the viewpoint of the alienated youth represents an unmet need - failing to see the necessity of achieving balance between social change and social stability.

    c. From the adolescent standpoint the need may be a different one which recognizes the deficiency in society and compels a student commitment to do something constructive (and if necessary, destructive) about it.

15. The need for esthetic expression exists, and opportunities for the kind of enrichment that comes from the appreciation of the humanities and the arts can be met partially and indirectly in the social studies.

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[6] Otto Kerner (chairman), REPORT OF THE PRESIDENT'S COMMISSION ON CIVIC DISORDERS (Washington: U.S. Government Printing Office, 1968). Reference is also made to the newly-appointed Presidential Commission on Violence in American Life.

a. Since there is no requirement in grades 7-12[7] in the arts an apparent unmet need exists, except to the extent that it is being met by the courses in World Humanities which is available to about 8% of the students or 9 sections out of 117 sections total in the District high schools (except Edison), and the pilot course in American Humanities at Hoover High School, available to about 15% of that student body (four sections out of twenty-five), and the pilot core class at Edison, which is available to seniors.

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[7] "Course Offering Information for Secondary Schools," (Fresno: Fresno City Unified School District, January 1968), pp. 40-41.

III. LEARNER NEEDS (continued)

C. Other considerations

1. The behavioral sciences have been expanding their share of the social studies field at the expense of history and, to a lesser extent, geography and government, and this reflects a response to previously unmet needs among the social sciences.

    a. To the extent that Fresno is in arrears of nation-wide trends in the behavioral sciences, learners in the District are not having their needs for social science information met by the existing social studies program.

2. New instructional materials are flooding the market and they are based to a considerable extent on new teaching strategies, some of which stem from the social studies curriculum centers and innovative social science project centers scattered throughout the nation.

    a. All those concerned with Fresno youngsters - teachers, administrators, parents, etc., - are vitally interested in doing the best job possible to contribute to their upbringing and their formal education.

    b. To the extent that good new instructional materials or helpful new teaching strategies are withheld from students in the District, there exists an unmet need.

3. It is too early to assess to what extent the passage of the Miller and Greene Acts will create new needs or will serve to meet learner needs with minimum attention.

    a. The Miller Act should make it possible for the District to organize a social studies program that is tailored to unique local needs rather than being tied in to the entire State by legislative mandates.

    b. The Greene Act, on the other hand, seems likely to reverse this process in part and to invite public misunderstanding which may serve to frustrate innovative programs to meet learner needs.

4. The State Social Sciences Study Committee, its eight advisory panels, and its field reviewers have worked hard for several years to produce a document that represents a distillation of the best in the new social studies and the most advanced thinking in social science education.

    a. Teachers must be thoroughly familiar with its contents and recommendations and must be prepared to put into effect the modes of inquiry and concepts through the settings recommended or through other pertinent ones.

   b. Until such time as the reports are sufficiently understood and implemented, many needs of the learners will be unmet because they have not had the benefits of the best of what is available in social studies curriculum and instruction.

5. The impact of television and other experiences expanding the life space of today's youngsters have cast the traditional expanding environment idea of the social studies curriculum into question or disrepute.

   a. None of the innovative social studies projects of the mid-and late 1960's are based on the expanding environment idea.

   b. To have pupils wait until the fourth grade before any serious attention is given to environments other than their own or until sixth grade until any extended time is available for non-United States studies is to leave basic needs of pupils unmet.

IV. BY TEACHERS IN THE CLASSROOM

A. General Societal Standards

1. Teachers should familarize themselves thoroughly with District curriculum documents and then attempt to put into practice in the classroom the same kind of emphasis on the central role of rational powers in the educational process as these documents manifest.

    a. They should reconsider modes of instruction in order to ensure that rational behavior is in the central place in the instructional program.

    b. Teachers should expand their knowledge of curriculum and instruction in the social studies, particularly innovative ones and develop or improve skills in teaching strategies.

2. Teachers should expand or gain skill in those teaching strategies designed to develop in students the respect for and skill in use of inquiry in all its modes.

    a. They should become acquainted with the "new social studies" which stresses inquiry and concepts.

    b. There should be experimentation with some of the innovative social studies projects.

    c. The best way to ensure such knowledge is through reading social studies and social science works and journals, attending conferences and institutes, and becoming involved in social studies associations.

3. There is a need for teachers to understand the nature of concepts (as distinguished from generalizations and objectives) and to develop skill in guiding the instruction of students so that it will lead to conceptual understandings.

4. Teachers should continue to carry out programs of instruction using the themes in the existing state and District social studies frameworks.

    a. They should assist, under District direction, in the up-dating of the themes in use in the District.

    b. In the process, teachers should become familiar with the new broader themes in the proposed new social studies framework developed by the California State Social Sciences Study Committee.

5. For those students in particular need of improving skills in the fundamental processes, teachers should use social studies materials as vehicles for improving these skills.

   a. Secondary teachers working with large numbers of minority students should gain proficiency in improving communication skills, especially reading.

   b. Social studies teachers should be prepared to develop reading materials using social studies content to help students whose achievement is low in the fundamental processes.

      (1) Such materials designed for students in schools with heavy minority populations should stress cultural contributions of the minority groups represented.

B. Specific Social Studies Goals

1. Teachers should put into practice the generally held verbalized goal of respect for the worth and dignity of the individual.

   a. This is particularly important in schools with large minority populations.

   b. The "Brainstorm" publication indicated that students, particularly minority students, are not uppermost in teachers' minds; it is essential that they be.

   c. Teachers should acquaint themselves with the latest information regarding the sociology and social psychology of learning.

   d. See IV-B-3/4 below.

2. It is important to recognize that the traditional school emphasis on factual mastery must give way to the use of facts as the raw materials and tools of inquiry and the development of generalizations and hypotheses.

   a. Teachers should recognize and encourage the freedom of students to learn and to have access to varying viewpoints.

   b. They need to encourage students to use their freedom to learn for disciplined scholarship and to use intelligence to improve human relations.

   c. Teachers must recognize that average and low ability pupils have needs in this area as well as those of above average ability.

(1) Teachers will need to develop the additional skills and the patience to help low ability pupils develop skills in the modes of inquiry.

3/4. The need for student understanding of world interdependence and of major culture areas of the world is in general being met in Fresno.

a. Greater attention is required to the cultural backgrounds of the students comprising the major ethnic and racial groups in Fresno.

b. Social studies teachers should study the cultures or sub-cultures of the principal ethnic groups in the school so as to be familiar with their nature, helping minority students to appreciate their ethnic identities and to capitalize on social studies information relating to the Mexican-Americans, to Black history, etc., incorporating the contributions of these and other groups to the development of contemporary man, in a systematic as well as an incidental fashion.

5. Social studies teachers should take steps to become informed about the changing emphases in conservation - shifting to the preservation of a healthful environment in urban areas.

6. Teachers should continue to encourage all students, directly and indirectly, to attain as much formal education as possible and they should help them to be aware of the necessity of life-long learning.

a. Teachers should create units, at the various grade levels, on the institution of education or incorporate into various phases of instruction the idea of the widespread benefits of education to nations and to civilization in general.

7. Sixth grade teachers should try to develop a rationale for civics instruction, which now seems to be different in each school.

a. Eighth grade social studies teachers should be able to justify in the most rational terms and based on the best and latest thinking in social science education the present unit on the Constitution.

b. Twelfth grade teachers and the curriculum committee on government should take another look at the good course in American Government and see if elements of it might be appropriate at other grade levels.

   c. All social studies teachers should familiarize themselves with the research on political socialization and attempt to incorporate such findings into their instruction.

8. Social studies teachers should cooperate with school administrators and District managers in incorporating instruction into the social studies program, particularly at upper grade and secondary level, on the family as a social institution.

9. Ethical, moral, and spiritual values: n.a.[1]

10. In the process of informing themselves about research on political socialization (IV-B-7, above) illuminating the common good, teachers need to include familiarizing themselves with the concept of political power.

    a. Other comments in IV-B-7 apply for this goal as well.

11. Teachers should reconsider if adequate attention is given in the social studies program to the study of the intelligent use of scarce resources for the general well-being.

    a. If the study of economics is as important as District curriculum documents, high school accreditation reports, and the National Task Force on Economic Education indicate, then additional instruction is called for.

    b. Much in the way of economic instruction can be woven into the existing program by teachers without the necessity for major reorganization or new or redesigned units.

12. Although the goal of developing loyalty seems already reasonably well met in Fresno, additional needs seem to exist in updating the nature of enlightened patriotism.

    a. The development of patriotism is about the only matter of concern in the social studies area among Fresno teachers, according to "Brainstorm", but even it is of concern to only a handful of teachers.

    b. Many would interpret patriotism today as requiring a stress on law and order.

       (1) Social studies teachers should strive to understand the bases for law, order, and justice, and how these can be developed in pupils.

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[1] N.a. = not applicable; this indicates that the goal is either already being adequately cared for or that the responsibility lies elsewhere.

(2) Teachers must recognize that enlightened patriotism means that the rule of law must govern a democratic society and that neither the extreme emphasis on order at the expense of justice nor the emphases on one version of justice without regard to the rule of law is in the best interests of society.

13/14. Teachers should attempt to modify instruction so as to include new concepts in the social studies: conflict, conflict resolution, cooperation, social change, cultural lag, social stability, etc.

a. They should carry out instruction to implement the listed concepts, such as change, as found in existing elementary curriculum guides.

b. They should be sure that instruction about other culture areas is such that students from these cultural backgrounds have an opportunity to develop pride in their backgrounds and thus enhance their self-images.

15. Teachers should modify their instruction, where necessary, to broaden social studies instruction to include attention to the humanities and the arts for pupil enrichment.

C. Other Considerations

1. Teachers should extend or increase their knowledge of the behavioral sciences by study, reading, summer sessions, and the like.

2. Social studies teachers should expand their interest in new materials and new strategies of instruction to actually learning more about them as in IV-A-2-c.

3. Teachers should familiarize themselves thoroughly with the nature and possible implications of the Miller and Greene Acts.

4. They should become thoroughly acquainted with the progress reports of the State Social Sciences Study Committee, regardless of whether the final document is adopted by the California State Board of Education.

a. They should be prepared to put into operation the ideas of the SSSSC.

5. They should reconsider whether the expanding environment theory of curriculum organization is adequate for today's demands, particularly at the elementary level.

V. BY SCHOOL ADMINISTRATORS IN SCHOOLS

A. General Societal Standards

1. Provide leadership and encouragement to teachers to make rational behavior the central goal of instruction, in practice as well as theory.

2. Encourage teachers to become acquainted with teaching strategies emphasizing inquiry and with innovative social studies projects using inquiry.

    a. Provide the environment and assistance to teachers to experiment with inquiry.

    b. Obtain sufficient funds in the budget for teacher attendance at conferences.

3. Ensure that teachers distinguish between concepts, generalizations, and objectives when they are using existing curriculum documents that do not, themselves, use them in a consistent fashion.

4. See that the District thematic approaches are adhered to in the classroom and inform new teachers about the themes.

    a. Act as liaison between the classroom teachers and the District administrators in developing new thematic approaches to instruction or in becoming conversant with the suggested themes of the SSSSC draft framework for the social studies.

    b. Assist teachers in attending conferences, participating in social studies councils and social science associations, etc., in order to become conversant with new thematic approaches to the social studies.

5. Give top priority to the development of skills in the fundamental processes, without which it is impossible to go far in engaging in inquiry, without which only limited success is possible in conceptual and thematic approaches to social studies curriculum and instruction, and without which a central purpose of education of rational behavior is quite meaningless.

    a. In addition to assisting teachers to maximum effectiveness in imparting the fundamental processes to their students, school administrators should help their teachers reinforce the standard reading program by incorporating social studies content into it.

b. In those schools, many of which are in low-income minority areas, where reading retardation is severe for large numbers of students, building principals may deem it advisable to modify, reduce, or even eliminate portions of the social studies program in order to improve the reading ability of students.

(1) Once reading skills are reasonably up to level it is possible to use them to learn social studies skills and content.

B. Specific Social Studies Goals

1. Take steps to see that the entire school staff makes the goal of respect for the worth and dignity of the individual an actuality, particularly in schools with large minority populations.

a. Take steps to inform teachers of the social psychology of learning.

b. Ensure that teachers know the importance to the development of an adequate self-image of the sociology of racial and ethnic identification.

c. Ensure that school staffs have an adequate understanding of the nature of the principal minority groups, cultures, and sub-cultures comprising their student bodies.

2. Encourage teachers to stress with their students the use of intelligence and the modes of inquiry (as in V-A-2 above) for the improvement of human relations.

a. See that the school climate is one in which there is an atmosphere of disciplined scholarship, with freedom to learn and to teach.

3/4. Continue the general awareness of the need for world interdependence.

5. Re. the intelligent use of resources: n.a.

6. Ensure that counseling and guidance services are adequate to help students attain educational goals commensurate with their interests, abilities, and motivation.

7. Cooperate with district managers in the proposal in VII-B-7.

8. Determine to what extent each school needs additional attention to the study of the family as a social institution and incorporate such instruction into the curriculum as necessary.

9. Re. ethical, moral, and spiritual values: n.a.

10. Survey student activities and student government programs to determine the extent to which they contribute to political experiences, feelings of political efficacy, etc.

    a. Make changes as necessary based on results of the study.

11. In high schools which have recommended that courses in economics be offered (Fresno and Roosevelt), take steps to follow up on the recommendations.

    a. In high schools in which economics is offered as an elective, consider the extent to which economic content is valuable for all students and could be placed in required courses.

12. Re. loyalty and enlightened patriotism: n.a.

13. Re. understanding of concepts such as cooperation: n.a.

14. Since change is one of the concepts in each of the course guides for grades one through four and grade six, see that classroom instruction provides some attention to developing an understanding of the concept.

15. Provide opportunities for interested teachers to cooperate to develop humanities-type programs.

    a. At Hoover High School, study the situation to see what extent the advantages of World Humanities and American Humanities could be made available to students of average and below average ability.

C. Other Considerations

1. Encourage teachers to enlarge their knowledge of the behavioral sciences through intra-school in-service education programs, obtaining school subscriptions to behavioral science and other appropriate journals.

2. Encourage teachers to familiarize themselves with the new instructional materials and teaching strategies as in V-A-2.

3. Familiarize themselves thoroughly with the nature and possible implications of the Miller and Greene Acts and be prepared to assist teachers in doing the same.

4. Provide leadership and assistance so that teachers concerned with social studies are thoroughly acquainted with the progress reports of the SSSSC.

   a. In elementary schools, see that one or more teachers are appointed to act as the experts on the State Social Sciences Study Committee and who can assist other teachers in understanding its provisions.

   b. Encourage teachers and provide them the necessary leadership and assistance to their teachers in re-examining the environment theory of social studies curriculum and assessing its appropriateness.

VI. BY DISTRICT MANAGERS ACROSS SCHOOLS

A. General Societal Standards

1. Provide leadership to develop an explicit District philosophy supporting rational behavior.

    a. The leadership should be directed to getting various staff members together to undertake such a task.

    b. Similar leadership is needed to revamp social studies curriculum guides at all levels and for all subjects.

2. Provide in-service workshops on inquiry training for teachers in the social studies area and provide for expanded follow-up supervisory or consultant service to teachers who wish assistance in developing skill in the use of inquiry in their classrooms.

    a. Increase the number of innovative social studies projects in which the District is involved, such as the Amherst History Project (high school and junior high school), the University of Georgia Anthropology Project (grades 1-4) or the Anthropology Curriculum Study Project (high school), the Taba-San Francisco State Social Studies Project (grades 1-6), the Crabtree-UCLA Geography Project (elementary) or the High School Geography Project, the Educational Development Corporation Projects (grades 1-12), etc.

    b. Inform parents and the public of the nature of the new social studies and of the place of inquiry and factual information in modern education.

3. Provide leadership to revamp the curriculum guides to give adequate and proper attention to concepts.

    a. Ensure that sufficient time is available for subject coordinators and other such personnel and for curriculum committees to work effectively.

    b. This may mean exploring several possibilities for teachers to engage in curriculum work: long-term release time, short-term substitutes, summer compensation, etc.

    c. Ensure that the term, concept, is used consistently throughout the curriculum documents in keeping with the best current thinking of social science educators.

4. Provide leadership to disseminate information about the themes suggested in the proposed social studies framework of the State Social Sciences Study Committee.

    a. Provide meetings, conferences, or workshops to acquaint teachers and school personnel thoroughly with the contents, including themes, of the SSSSC framework.

    b. Provide leadership and the means (consultants, additional time, or release time, funds, etc.) for updating themes embracing the Fresno social studies program.

5. Go to the community to inform it of the importance of the necessary financial sacrifices to provide a sound educational program including attention to the fundamental processes and to innovations.

    a. Provide leadership and consultant, coordinator, and supervisorial assistance to give impetus to classroom teachers to help students develop competence in the fundamental processes.

6. District managers should initiate a comprehensive research and development program, or expand the one already in existence, in order to assess the success of experimental programs in the social studies, both those already underway and those which may be initiated.

    a. There are several experimental social studies projects in the District, but no program for systematic assessment and development such as would obtain under an R. and D.* program.

    b. The systems analysis approach to curriculum work should be considered a part of the initial R. and D. program.

B. Specific Social Stuides Goals

1. Have District-wide workshops, if necessary, to acquaint teachers with the social psychology of learning, the sociology of racial or cultural identification, the nature of self-image, etc., in order to make the goal of respect for the worth and dignity of the individual a reality in practice.

    a. Since the needs of ALL students must be met, be they academically retarded or scholastically accelerated, members of the dominant Anglo-Saxon majority with well developed self-images or of a minority facing something of an identity crisis, it is patently impossible to care for these needs with a single prescribed curriculum and instructional materials.

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* Research and Development

b. A system need, then, is for flexibility and local autonomy in planning curricula and in selecting instructional materials.

(1) A similar system need exists in providing subject coordinator and consultant services for such planning and selection and for in-service training programs to upgrade teachers.

(2) A further system need is indicated in terms of providing opportunities for various types of students to learn from one another about the pluralistic cultural groups in this nation. The need is for improved integration of these groups, for the benefit of all.

(a) The Coleman Report clearly spells out the advantages of integrated education for white and black students alike, as well as for other ethnic groups,[1] and showing that the home background of the students is a vital factor in providing educational motivation.

(b) Disadvantaged students attending schools where the motivational level is high tend to shift in the direction of the higher motivation, but children from educationally advantaged home backgrounds do not deteriorate academically when placed in schools with substantial numbers of disadvantaged children.

(c) The Open Enrollment Program tends to remove already well-motivated students from Edison, and to an extent Roosevelt, and leave those schools with the hopeless, low aspiration level cited in Edison High School's 1968 accreditation report. Students in the other high schools do not migrate to Edison or Roosevelt under the Open Enrollment Program. The same can be said of other schools west of Highway 99.

(d) There appears to be a system need for a better integrated faculty, too, although commendations are in order for the number of minority teachers employed in the District. Much as Black and Chicano teachers are needed in Westside and Southside schools, they are also needed in the Anglo-dominant schools east and north.

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1 EQUALITY OF EDUCATIONAL OPPORTUNITY-

2. In addition to the leadership suggested in IV-A-2 to help teachers provide opportunities for pupils to engage in meaningful inquiry, District managers should assist teachers and pupils to use intelligence to improve human relations.

    a. In order for there to be the proper climate for disciplined scholarship there must be protection of the freedom to learn and to teach.

    b. District managers should see that the various statements on the teaching of controversial issues are available in a District philosophy or statement, if one is not already available.

    c. Inform the parents and the public of the importance of such statements and provide an atmosphere of support for the use of intelligence, disciplined scholarship, in the pursuit of truth.

    d. Support teachers and other staff members who, in the pursuit of truth and through disciplined scholarship, may arouse the unreasonable opposition of extremist groups in the community.

3/4. Be alert to possible changes in social studies curriculum and instruction which might introduce student contacts to other cultures, particulary Eastern ones, at even earlier grades than is now the case in Fresno.

5. Provide leadership to see the curriculum committees are aware of and attentive to new thrusts in the conservation of resources - namely, the expansion of conservation to include the urban setting and concern with environmental problems of pollution, etc.

6. Direct curriculum committees to include units on the study of education as an institution and its historical development in the programs at the elementary, junior high, and senior high school levels.

    a. Such units should be well articulated so that they complement each other adequately and avoid any possibility of students feeling that the content is repetitious.

7. Make a thorough study of civics in the district, particularly the eighth grade Constitution test.

    a. With the Miller Act soon to become effective, the sixth grade civics requirement is no longer mandatory and could be dropped until the study of civics instruction in the district has been completed.

   b. Consider the implications of research in the area of political socialization in the civics study.

   c. Charge curriculum committees to investigate materials on government coming out of the social studies curriculum centers at Carnegie-Mellon University and Purdue University.

   d. With the possible elimination of the District-wide eighth grade Constitution test, charge the curriculum committees, following the leads in b. and c. above, to redesign the eighth grade social studies course.

8. Re-examine the elective Sociology for Living course in the several high schools and determine if the content is of value to all students and, if so, take steps to make it more widely available.

9. Continue improving, where necessary, the present balanced and cooperative endeavor on moral, ethical, and spiritual values.

10. The study of civics instruction mentioned above (VI-B-7) would, of course, include investigation of the degree to which students come to grips with the concept of political power.

11. Consider the extent to which instruction in economics needs to be expanded in the District and what kinds of economics should be included.

    a. Re-examine the school accreditation reports requesting electives in economics.

    b. Consider whether electives in economics at various high schools are adequate to develop economic literacy.

12. Inform parents and the community about the school's role in the development of enlightened patriotism.

    a. Support teachers in their efforts, as explained in IV-B-12-b.

    b. See also VI-B-7 and VI-B-10.

13. Provide leadership to add new items to the list of concepts already published by the District (see I-A-3, II-A-3, and III-A-3 above), including such ones as conflict, conflict resolution, cooperation, mediation, etc.

a. Provide institutes, conferences, workshops, etc., to enable teachers to be more successful in helping students develop concepts, particularly concepts such as conflict resolution.

14. See that classroom instruction provides adequate attention to the concepts in the elementary courses of study, including the concepts of social change and stability, or see that courses of study include only those concepts which are going to be a part of the instructional program.

    a. Actually since change and stability are such vital concepts in the social studies program, these concepts should not only be taught, implementing what is now in the elementary courses of study, but attention should be given to these concepts (along with others) at the secondary level as well.

15. Provide leadership to survey the extent to which additional humanities-type programs at schools in addition to Hoover High School are desirable.

    a. Surveys should investigate the extent to which such programs could be extended to other grade levels.

C. Other Considerations

1. Devise means, through special institutes, lectures, workshops, conferences, etc., so that teachers and other personnel can have the opportunity to increase their knowledge of the behavioral sciences.

2. Provide leadership for teachers to become better acquainted with new instructional materials and new teaching strategies.

    a. Encourage pilot programs and experimentation to assess the worth of them.

    b. Inform the public of need for and nature of research and development and for innovation in the social studies.

3. Curriculum specialists and subject matter coordinators should become thoroughly familiar with the Miller and Greene Acts and provide leadership and consultant services to teachers in their efforts to become acquainted with the Acts.

    a. Parents and the public should be informed about the inadequacies and limitations of standardized testing data and the problems of generalizing from it about overall academic achievement, particularly with respect to the performance of certain minority groups.

   b. Parents and the public should be enlightened on the matter of understanding the various kinds of statistics and norms and in interpretating standardized test data.

4. The social studies coordinator, and other concerned curriculum personnel, should become sufficiently well acquainted with the work of the SSSSC and, in particular, its April, 1968, progress report and subsequent drafts, to be of service to teachers in familiarizing themselves with the documents.

5. The District should provide additional time for the social studies coordinator to be able to render maximum assistance to all teachers, K-12.

   a. The additional time should enable the coordinator to give more time to work with elementary teachers and thus help them in assessing the validity of the expanding environment theory of social studies curriculum.

6. In general, provide time for supervisory, coordinating, and consultant services to give needed assistance to teachers, to develop better articulation, etc.

   a. Articulation among the various elements in the curriculum is a system need.

      (1) Coordination between elementary schools and secondary schools seems to be by chance, in large part because the social studies coordinator has nowhere near enough time available to him to do what is expected.

      (2) In at least one junior high school, teachers commented that articulation was better between the sixth and seventh grades than it was between the seventh and eighth grades or between eighth and ninth grades.

      (3) The previous attempt at articulation among fifth, eighth, and eleventh grades U.S. history courses appears to be breaking down as the previously agreed upon respective emphases on the personalities in the colonial and (to a lesser extent) later periods for the fifth grade, exploration and the history of the United States through the Civil War for the eighth grade, and the emphasis on the post-Reconstruction period in the eleventh grade give way to surveys in both eighth and eleventh grades.

b. Yet another general system need is in the means available to help teachers do a better job of instructing.

(1) This seems to be particularly true at the elementary level where teachers rarely can become specialists and where, in most schools, they must try to be broadly proficient in a number of areas.

(2) Practically every grade-level group in every school visited mentioned the need for usable course guides that would help teachers locate materials for various reading and interest levels, plan activities for all types of students, and provide other practical suggestions.

VII. BY PARENTS IN HOMES

A. General Societal Standards

1. Cooperate with school in action as well as words to make rational behavior the central goal of instruction.

2. Attempt to understand the role of inquiry in the new social studies.

3. Attempt to understand the nature of concepts and the inquiry-conceptual approach to instruction.

    a. Understand the importance of innovation in the social studies curriculum and the relationship of inquiry and concepts stressed in the new social studies to facts and specific information stressed in the traditional social studies program.

4. Give general support as indicated above and give general financial support for the necessary intra-District dissemination of information about thematic and other innovative approaches to instruction and for in-service education programs.

5. Since the Coleman Report suggests that the home and the socio-economic environment of the learner are all important in academic achievement, then the primary contributions of parents to teaching the fundamental processes is in the general area of supportiveness for education in general and for these processes in particular.

B. Specific Social Studies Goals

1. Cooperate with the school efforts to expand the pupils' notions of their dignity and worth.

    a. Parents should not only encourage their own youngsters, regardless of whether of minority or majority background, but they should provide by example the extension of respect for the worth and dignity of the individual to all other peoples.

2. Recognize that the school has a responsibility to all students and to the pursuit of knowledge to explore many areas, including occasional ones which may question cherished beliefs of some people.

3/4. Re. world interdependence and Eastern and Western culture areas: n.a.

5. By example, demonstrate concern for the conservation of natural resources and the improvement of environmental health.

6. Encourage youngsters to respect learning and the value of education.

7. Support the school in its efforts to revamp the curriculum under the Miller and Greene Acts.

8. Give general support for the idea that the preservation and enhancement of the family is dependent in part on the study in school of the family as a social institution.

9. Cooperate with community and school in developing moral, ethical, and spiritual values, emphasizing those values that the family is in the best position to develop and respecting the efforts of the community and school to develop those values which each is most capable of developing.

10. Re. the use of power to gain justice: n.a.

11. Re. understanding the scarcity concept in economics: n.a.

12. Cooperate with the school in developing enlightened patriotism, especially in these times in which extremist views of either super-patriot or near-anarchist are more apt to attract public attention.

    a. Attempt to understand the necessary balance among law, order, and justice.

13. Cooperate with the school in helping youngsters understand the nature of cooperation, conflict, and conflict resolution.

    a. Recognize that these concepts can be studied at a variety of levels: home, neighborhood, community, region, nation, and world.

14. Re. knowledge of the balance between social change and social stability: n.a.

15. Support school programs by recognizing and understanding that the school has a responsibility to provide for more than the fundamental processes, including interdisciplinary programs leading to enrichment in the area of humanities and the arts.

C. Other Considerations

1. Re. behavioral sciences: continue general support of innovations in the schools.

2. Re. new instructional materials and teaching strategies: continue general support of innovations in the schools.

3. Re. the Miller and Greene Acts: continue attempts at general enlightenment in school matters, avoiding hasty overgeneralization about standardized test results.

4. Re. the work of the State Social Sciences Study Committee: continue efforts at general enlightenment on school matters, particularly in the area of well-thought-out innovations.

5. Re. expanding environment theory of curriculum: the same as 1-4 above.

VIII. BY LEADERS IN THE COMMUNITY

A. General Societal Standards

1-5. General public support for various innovations in social studies curriculum and instruction and approval of the idea that professional educators are in the best position to make decisions regarding specific programs and innovations.

  a. See also VII-A-1,2,3,4,5

B. Specific Social Studies Goals

1. Undertake short-range and continuous community programs to translate verbal goals of respect for the individual into action programs.

  a. See III-A-5-g above.

2. Recognize that the public schools are a public enterprise representing all segments of society and that the freedom to learn and even to explore sensitive areas must be protected for the benefit and welfare of all.

3/4. Recognize that diversity in community and school are healthy means of developing necessary twentieth century interdependence and understanding of all cultures.

  a. Support for the schools in their efforts in this direction is imperative.

5. Enlist the cooperation of the school in community action programs to improve the environment.

6. Continue cooperating with the schools during Public Schools Week and make such cooperation a year-round enterprise.

7. Realize that contributions to the common good must be accomplished in accordance with the other goals of education and in line with the fruits of modern research.

  a. Realize, also, that such traditional barriers or rites of passage as the eighth grade Constitution tests which were appropriate for rural societies of the past may no longer have validity in the 1960's and 1970's.

8. Re. study of the family as a social institution: n.a.

9. Continue to cooperate with the family and the school in the fullest development of moral, ethical, and spiritual values, recognizing that such values cannot be developed by one of these agencies alone.

10. The same as VIII-B-7 above.

11. Re. the use of power to gain justice: n.a.

12. Cooperate with the school, in similar fashion to the role of parents in VII-B-12 above, in developing enlightened patriotism.

13/14. Support the school in its attempts to use important but not necessarily conventional social studies concepts such as cooperation, conflict resolution, social change, social stability, and the like.

    a. Recognize that school may have to probe tender social areas and social issues and that it is vital for the education of youngsters that the school does.

15. Cooperate with the schools in enhancing the student's enrichment.

    a. Since the school cannot provide all the opportunities for enrichment, even in the broad curriculum offerings it is incumbent on the community to try to provide opportunities in the form of museums, art galleries, exhibitions, concerts, displays, etc., for such broadening.

    b. Programs for such enrichment are particularly important for adult students.

    c. Cooperation also extends to moral and financial support for adult education programs, continuing education, etc.

C. Other Considerations

1/2 and 3/4. Provide the same general support as discussed for parents, VII-C-1,2,3,4,5.

5. Support school officials in their attempt to provide balanced and reasonable curricula under the Miller Act.

    a. Avoid the temptation to generalize from the limited information from future test results published under the Greene Act.

HISTORICAL DETAIL

Most of the factors pertinent to this section have already been incorporated into the classification matrix in rather specific detail. The social studies are now in the midst of great ferment; the curriculum revolution which began a decade ago in mathematics, the natural sciences, and foreign language is now in its early stages in the social studies. The ferment is so great that satisfactory or good programs of a few years ago are quickly becoming obsolescent. Typical of any newly emerging field, the social studies has a future direction that cannot be clearly charted, yet it is definitely away from the conventional program of the past half century with history as the core and the stressing of mastery of facts and specific information. It is difficult to gain information about the various projects in the social studies and the outputs of the various social studies curriculum centers, and it is even more difficult to obtain a satisfactory perspective on all the innovations. Much of the commentary in the classification matrix is implied criticism of the social studies program in Fresno, but the criticism must be seen in the context of the very latest and best thinking in social science education. Accordingly, few schools or districts in the nation would measure up very highly.

Although schools and teachers in the Fresno City Schools are involved in very few of the innovative programs in the social studies (and there should be a much greater but selective involvement) it is not necessary for the District to participate in all or even a large number of the national projects nor even to study and assess them in order to decide which is best for Fresno. The State Social Sciences Study Committee has spent several years surveying the contributions of the various national projects and has come out with a lengthy progress report which represents a distillation of the best of the social studies projects to date in the United States. From this Fresno could obtain much information in the form of guidelines in revising its social studies program which should, of course, be thoroughly evaluated after it is in operation. Because the final report of the SSSSC has not been released and because the composition of the State Board of Education has changed considerably since the SSSSC was first appointed, the impact of the new state framework for the social studies is unknown. The nature of the progress report of the SSSSC has been discussed rather fully above and needs no further elaboration here.

Two pieces of legislation enacted by the California State Legislature during its 1968 session have also been discussed rather fully in the classification matrix. The Miller Act removing specific legislative mandates on the curriculum and the Greene Act requiring mandatory tests in the sixth or eighth grade and the twelfth grade, the results of which are to be published, are both unknowns as far as their long-range impact and implications are concerned.

Even though the basic social studies program found throughout most of the nation today was established over 50 years ago, it has never remained static and there has been a slow process of evolution in the social studies from 1916 to the mid-1960's. Now, however, the social studies curriculum and instruction area is in a process of revolution.

METHODOLOGY DETAIL

As indicated in the second section, "Experimental Design," observation of schools and teachers and examination of documents and data provided the basic inputs for the assessment of learner needs in Fresno. A real attempt was made to obtain a cross-section of socio-economic status, schools, neighborhoods, and the like, but there was a deliberate slight over-representation of schools with substantial minority populations. It was impossible to visit all the schools, but those that were visited do seem to give a fairly comprehensive picture of education in Fresno. No attempt was made, either, to confer with all the teachers in the schools visited; however, a representative sampling was obtained in most of them, and in those in which conferences or visitations were arranged by chance or by propinquity the hope is that they were sufficiently representative to avoid any dangerous biases. Although every effort was made to provide a fair and balanced sample, it is possible that certain imbalances may have inadvertently been introduced.

The purpose of the interviews with teachers was to obtain their impressions of learner needs with respect to the social studies. The observations of classes was to verify the statements of need made by the teachers and to look for others that had not been mentioned.

To provide information about the schools as seen by themselves, about the kinds of programs that teachers were supposed to be implementing in the classroom, statistical data about the schools, etc., the following documents were carefully studied:

KINDERGARTEN SOCIAL STUDIES UNIT. THE IMMEDIATE ENVIRONMENT: RELATIONSHIP OF THE NEIGHBORHOOD, HOME, AND SCHOOL. Fresno: Fresno County Schools, 1965.

FIRST GRADE SOCIAL STUDIES UNIT. THE HOME, SCHOOL, AND COMMUNITY: RESPONSIBILITIES AND SERVICES. Fresno: Fresno County Schools, 1965.

SECOND GRADE SOCIAL STUDIES UNITS. OUR COMMUNITY AND CITY: THE INTERRELATEDNESS OF COMMUNITY LIFE. Fresno: Fresno County Schools, 1965.

THIRD GRADE SOCIAL STUDIES UNITS. EFFECT OF GROWTH AND CHANGE ON COMMUNITIES, DIFFERENCES AMONG COMMUNITIES IN THE STATE, IN THE NATION, AND IN THE WORLD. Fresno: Fresno County Schools, 1965.

THE FOURTH GRADE SOCIAL STUDIES UNIT. CALIFORNIA: ITS RELATION TO THE WESTERN STATES, THE NATION, AND THE WORLD. Fresno: Fresno City Unified School District, 1964.

STORY OF FRESNO CITY AND COUNTY,PARTS I & II. Tentative Guide, Social Studies, Grade 4. Fresno: Fresno City Unified School District, 1958.

STORY OF FRESNO CITY AND COUNTY, PART III. Social Studies, Grade 4. Fresno: Fresno City Unified School District, 1961.

STUDY OF LIFE IN LATIN AMERICA. THE SIXTH GRADE SOCIAL STUDIES PROGRAM. Fresno: Fresno County Schools, 1964.

GEOGRAPHY 7 COURSE OF STUDY: THE GEOGRAPHY OF EUROPE, THE MIDDLE EAST,AND THE MEDITERRANEAN BASIN. Fresno: Fresno City Unified School District, n.d.

U.S. HISTORY 8. Fresno: Fresno City Unified School District, 1963-64.

WORLD GEOGRAPHY I-II: ASIA, AFRICA, LATIN AMERICA, SOVIET UNION. Fresno: Fresno City Unified School District, May 1962.

PROPOSED U.S. HISTORY COURSE CHART. Fresno: Fresno City Unified School District, September 1956.

AMERICAN GOVERNMENT I & II. Fresno: Fresno City Unified School District, n.d.

AVIATION. A Guide for Teaching Social Studies, Grade 6. Fresno: Fresno Unified School District, n.d.

CHRISTMAS AROUND THE WORLD. A unit of Study, Social Studies, Grade 3. Fresno: Fresno City Unified School District, 1961.

CONCEPTS IN HISTORY AND GEOGRAPHY, GRADE 5. Fresno: Fresno City Unified School District, 1963.

CONCEPTS IN HISTORY AND GEOGRAPHY, GRADE 6. Fresno: Fresno City Unified School District, 1963.

COURSE OFFERING INFORMATION FOR SECONDARY SCHOOLS. Fresno: Fresno City Unified School District, January 1968.

DIRECTORY OF THE FRESNO CITY UNIFIED SCHOOL DISTRICT. Fresno: Fresno City Unified School District, 1967.

Dull, Ray et al. OUR AMERICAN HERITAGE: GRADES K-6. A Guide for Teaching. Fresno: Fresno City Unified School District, 1963.

A HISTORY OF FRESNO. Revised Edition. Fresno: Fresno City Unified School District, 1965.

INNOVATION AT WAWONA JUNIOR HIGH SCHOOL: FLEXIBLE TEACHING. Fresno: Wawona Junior High School, 1967.

Project Design. BRAINSTORM. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. ELEMENTARY SCHOOLS AND THEIR SPECIAL PROGRAMS. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. ILLNESS ABSENCES. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. OVERVIEW. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. PRODUCT SPECIFICATIONS. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. SCHOOL POPULATIONS BY MAJOR ETHNIC GROUPS. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. SOCIO-ECONOMIC DATA, 1967-68. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. STUDENT "SPEAK-UP". Fresno: Interagency Planning for Urban Educational Needs, 1968.[1]

________. SUPPLEMENT TO PRODUCT SPECIFICATIONS. Fresno: Interagency Planning for Urban Educational Needs, 1968.

________. TASK FORCE INTRODUCTORY STUDY DATA. Fresno: Interagency Planning for Urban Educational Needs, 1968.

SELF-STUDY ACCREDITATION REPORTS.
Bullard High School, March 1966.
Edison High School, February 1968.
Fresno High School, March 1966.
Hoover High School, March 1967.
McLane High School, March 1964.
Roosevelt High School, Roosevelt, March 1964.

SPECIAL DAY OBSERVANCES. Fresno: Fresno City Unified School District, 1961.

SUGGESTIONS FOR ENRICHMENT. Fresno: Fresno City Unified School District, n.d.
Social Studies, Grade IV.
Social Studies, Grade V.
Social Studies, Grade VI.

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1. This and SPEAK-UP were received too late to be analyzed.

SURVEY OF DIFFERENT PROGRAMS, PROJECTS AND ORGANIZATIONAL PATTERNS IN FRESNO CITY UNIFIED SCHOOL DISTRICT ELEMENTARY SCHOOLS. Fresno: Fresno City Unified School District, 1968.

TEACHING TECHNIQUES USED BY VARIOUS TEACHERS OF EIGHTH GRADE SOCIAL SCIENCE. Guide to Method Teaching Current Events; List of "Things To Do". Fresno: Fresno City Unified School District, 1952.

WE LIVE BY VALUES. Fresno: Fresno City Unified School District, 1957.

Interviews were held with teachers and administrators at the following sixteen schools, the Instructional Materials Center was visited twice, two conferences were held with Mr. Hampton Sawyers, the District Social Science Coordinator, and several conferences were held with Dr. Edward E. Hawkins and Mr. William P. Booth of the Project Design staff.

Centennial Elementary School; April 18, 1968.

Columbia Elementary School; May 20, 1968

Easterby Elementary School; May 20, 1968.

Franklin Elementary School; April 22, 1968.

Lincoln Elementary School; April 22, 1968.

Jackson Elementary School; May 2, 1968.

Malloch Elementary School; May 20, 1968.

Wishon Elementary School; April 18, 1968.

Fort Miller Junior High School; April 18, 1968.

Irwin Junior High School; April 22, 1968.

Sequoia Junior High School; May 3, 1968.

Wawona Junior High School; May 16, 1968.

Edison High School; April 22, 1968.

Hoover Senior High School; May 16, 1968.

McLane Senior High School; April 18, 1968.

DeWolf Continuation High School; May 16, 1968.

Although no accurate record of teachers interviewed was kept, among the faculty personnel with whom conferences were held or observations made were:

Centennial - Mark W. Tibbs, Virginia Alexander, Lawrence E. Calvert
Columbia - Pumphrey McBride, Dale Sorensen
Easterby - Albert L. Pepper, Dallas E. Aubery, Francelia W. Carpenter
Franklin - Albert L. Pratt, Richard Firpo, Gerald Weber, Walter Casabian
Jackson - Ray Dull, James A. Watt, Barbara Trettin, Della Orndoff
Lincoln - C. Larry Riordan
Malloch - Boyd Cline, Helen Teichman, Betty Samuelson,
Wishon - R. Kenneth Jones, William J. Walker, Edumund M. Dull
Fort Miller - Lesta Harter, Donald Sheets
Irwin - William J. Micka, Martin Mazzoni, Howard Zenimura, James Fletcher, Alan Lubic, Nyle Reed
Sequoia - E. H. Herzberg, Betty Boos, John Joseph Wenzel, Albina Romera
Wawona - Glen Rathwick, Dale Keffel
Edison - James Larson, Cecil Smith
Hoover - Richard P. Neal, Dale Hewlett
McLane - Chester Slate, Donald Messerli, Wallace Taylor
DeWolf - Elmer Cranmer, Tom Jorgenson

Although not contributing directly as input data, a number of publications by the National Council for the Social Studies, the Educational Policies Commission, the Kerner Report, the Coleman Report, and many more that were cited in the footnotes of the classification matrix all had their impact on the study.

SUGGESTED SOLUTIONS

Many specific solutions for the various learner and system needs are to be found, either explicitly or implicitly, in the sections in the classification matrix dealing with the operations required to meet identified educational needs: IV - By Teachers in the Classroom; V - By Administrators in Schools; and VI - By District Managers Across Schools. Recapitulating or reorganizing these it is possible to identify those solutions that relate rather specifically to the social studies:

1. Provide additional time and compensation for social studies curriculum development and revision: additional time for the social science coordinator or perhaps the appointment of additional personnel to handle social science coordination, and time and/or compensation for teachers to devote to curriculum development.

2. Take a very close look at the entire social studies program, K-12, subjecting every part of it to close scrutiny in light of the very best information available. This should be paralleled with a careful study of the new state framework for the social studies, in draft or final form, prepared by the State Social Sciences Study Committee.

3. Allow for considerable flexibility in the programs at the various schools to reflect their unique needs. Flexibility, local determination, and innovation are the hallmarks of the Miller Act.

4. Develop usable curriculum guides and locate social studies materials that cover a range of reading levels, preparing, if necessary, special materials where they are not commercially available.

5. Take advantage of the social studies as a means of helping students develop skills in the fundamental processes by using social studies content to enhance the reading program. Use social studies as a vehicle for the all-important task of helping students develop their self-image adequately by including Black history, Hispanic culture, etc., in the social studies program. Social studies teachers can take the lead in organizing regular exchange programs between minority and majority schools so that both groups of students will have better opportunities to interact with each other, opportunities that are now available to the few students from minority areas that attend majority schools under the Open Enrollment Program and to the athletes in secondary schools. These kinds of contacts are far too limited and there is a need for more extensive interaction. The exchanges could involve groups of students who would trade places on a regular, perhaps monthly basis, attending classes and participating in the normal school routine. The logical places to start would be the 12th grade American Government classes and the eighth grade U.S. history and civics classes.

Certain other solutinns are not unique to the social studies but have benefits for the entire program, and they should be mentioned:

1. Develop an extensive research and development program to encourage innovation in curriculum and instruction and to assess it in a systematic fashion.

2. Upgrade assignments to Westside schools along the lines suggested to the Fresno Teachers Association by Mr. McBride of Columbia School. The Westside schools tend to be training grounds for new teachers, who, after two or three years experience, transfer in sizeable numbers to other schools in the "better" parts of Fresno. The Westside students (as well as culturally different and the unmotivated regardless of residence) need and deserve the most experienced and creative teachers no less than do other average or more favored students.

3. To reduce the problems of segregated schooling that now exist the District may need to establish three or four mini-educational parks, strategically located so as to draw from a broad spectrum of socio-economic levels.

TF-16 Social Science

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

16- 1. There needs to be a systematic means of upgrading teacher competence through in-service education programs in the new social studies.

16- 2. Learners should be given ample opportunity to develop concepts in the social science, particularly in junior and senior high school grades.

16- 3. Minority students, particularly from lower socio-economic areas, need to perform at a higher level on the fundamental skills, especially reading, in order for them to have general high academic accomplishment.

16- 4. The district may need to search for or develop evaluative devices which measure more actively the academic achievement of different minority students.

16- 5. More courses in the arts need to be offered and to more students.

16- 6. Teachers should be prepared to develop reading materials using social studies content.

16- 7. Teachers should acquaint themselves with the latest information regarding the sociology and social psychology of learning.

16- 8. Social studies materials should be provided at the reading level of the child expected to use them.

16- 9. Teachers need to understand the importance of the student's self-concept as a contributory factor to academic achievement.

16- 10. The social studies program should include more on the subcultures in the United States.

16- 11. The district needs to determine the value of the district-wide eighth grade Constitution test.

16- 12. Fresno students need a better understanding of what is meant by political power.

16- 13. The curriculum at both elementary and secondary level should include more economics.

16- 14. The social studies curriculum should include concepts of social change as a key to understanding history, with emphasis on recent and indicated future changes.

16- 15. Social studies teachers should be aware of professional activity such as the State Social Sciences Study Committee and meetings of the California Council for the Social Studies.

16- 16. More than lip-service or written philosophical statements are needed to encourage critical thinking by students.

16- 17. The district must provide the impetus and means for teachers to become acquainted with and develop skills needed for using the inquiry method of teaching.

16- 18. The social studies curriculum should put more stress on the understanding of the family as a basic social institution.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8.
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning